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ABSTRACT

The meeting reported here was held to address the issues related to the increasing numbers of foreign students in Japan (31,000 in 1989 and increasing annually by 20%). First, profiles of the speakers and the texts of their speeches are presented, as well as the comments made during the panel discussions and symposium sessions. Speakers from 11 other countries as well as Japan addressed the needs of and services to foreign students in their universities. Interactive group discussions are summarized involving a review of the foreign student problems, such as the lack of native language proficiency. The first three session topics are as follows: "The Philosophy and System of Accepting Foreign Students" (the history and the policy); "The Philosophy and System of Sending Students" (expectations and proposals to Japan); and "The Present State and System of Accepting Foreign Students in Japan" (problems and future perspectives). The problems surrounding the philosophy and a variety of systems of accepting and sending students are fully discussed. (GLR)

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Proceedings of International Symposium
on
Internationalization and Foreign Students Problems

INTERNATIONALIZATION
AND
FOREIGN STUDENTS PROBLEMS

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October 29–30, 1990

International Conference Center Kobe
9–1, Minatojima Nakamachi 6–chome
Chuo–ku, Kobe

Organized by the Organizing Committee of International Symposium
on Internationalization and Foreign Students Problems
Kobe University

HE 025 156

INTERNATIONAL SYMPOSIUM

ON

INTERNATIONALIZATION AND FOREIGN STUDENTS PROBLEMS

October 29–30, 1990

International Conference Center Kobe
9–1, Minatojima Nakamachi 6–chome
Chuo–ku, Kobe

Organized by the Organizing Committee of International Symposium on Internationalization and Foreign Students Problems, Kobe University
Under the auspices of:

Hyogo Prefectural Government
Kobe City Government
The Kobe Chamber of Commerce and Industry
Hyogo International Association
Kobe International Association
Hyogo Council for Exchange with Foreign Students
Commemorative Association for the Japan World Exposition
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on Internationalization and Foreign Students Problems

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August, 1991

PREFACE

The international symposium entitled "Internationalization and Foreign Students Problems", was held on the 29–30th of October, 1990, at Kobe. This Symposium was organized by Kobe University under the auspices of Hyogo Prefecture Government, Kobe City Government, Commemorative Association for Japan World Exposition, Kozuki Educational Foundation, and other related associations.

The number of foreign students in the world is now over one million and many problems caused by the flow of foreign students have become a worldwide issue. In Japan, the recent increase in foreign student number has also become a point of discussion as an important problem. The total number of foreign students in Japan was about 31,000 in 1989, which was relatively low compared with USA or European countries. However, the number is increasing by 20 % annually. Facing this rapid increase, we have to think more seriously about the systems to accept those students, or more specifically, accommodation, scholarship, Japanese language training,etc. Another important problem is to establish the philosophy of accepting foreign students.

The motivation of this Symposium is to exchange the information and opinions among representatives and experts from various countries, and to produce counter measures and solutions of such problems.

We invited eleven overseas speakers from USA, European countries, and Asian countries and five Japanese speakers. Nearly 200 participants including those from abroad joined this Symposium.

In this Symposium the problems on the philosophy and systems of accepting and sending students were fully discussed. It was quite impressive that throughout this Symposium many of the discussions were carried out enthusiastically and good suggestions and ideas were given, most of which are very constructive and attractive for our future task.

This booklet is the proceedings of the above Symposium. It is our sincere hope that this report will make contributions to the solution of the problems of foreign students such as philosophy, accepting systems, and educational systems.

We would like to express our hearty gratitude to all of those who helped us. Our special thanks are to be directed to all of the guest speakers who presented oral reports and contributed excellent papers, and exchanged opinions. Without the cooperation of these speakers, our Symposium would not have been successful.

We are also very thankful to all participants of this Symposium, who came from various regions of Japan and abroad, and joined discussions and made a lot of comments.

We also thank to the Ministry of Education, Science and Culture, Hyogo Prefecture, Kobe City, Commemorative Association for Japan World Exposition and Kozuki Educational Foundation, for their financial support.Finally we would like to extend our gratitude to all the related Associations and people who provided necessary support and understandings to this Symposium.

Kazumasa HIRAI
Chairman of the Organizing Committee

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PROGRAM

October 29 (Mon.), 1990

Opening Ceremony (9:30–9:50)

1. Opening Address	**Kojiro NIINO**	President of Kobe University
2. Congratulatory Address	**Yutaka OKAMURA**	Deputy Director General, Minister's Secretariat, Ministry of Education, Science and Culture
3. Congratulatory Address	**Shinichi MIKI**	Deputy Governor of Hyogo Prefecture
4. Congratulatory Address	**Manabu OGATA**	Vice Mayor of Kobe City

Introductory Address (10:00–10:15)

"The motivation and purpose of this symposium including the present state and problems of foreign students in Japan"

Kazumasa HIRAI Director, The International Center of Kobe University

The First Session (10:15–11:15)

"The philosophy and system of accepting foreign students"

—— The history and the policy ——

Speech:

1. France
   Albert PREVOS Head, Centre National des Oeuvres Universitaires
2. Germany
   Christian REISER Director of DAAD–Berlin. DAAD (German Academic Exchange Service)
3. United Kingdom
   Martin R. KENYON Secretary, Director and Trustee of Overseas Students Trust
4. United States of America
   John F. REICHARD Executive Vice President of National Association of Foreign Student Affairs

Panel Discussion (11:15–12:30)

Lunch (12:30–14:00)

The Second Session (14:00–17:30)

"The philosophy and system of sending students"

—— Expectations and proposals to Japan ——

Speech:

1. China
   Fu-Yin HU Deputy Chief, Asia and Africa Division, Department of Overseas Studies, State Education Commission
2. Indonesia
   Johannes SUTANTIO The Consulate General of the Indonesian Consul at Kobe
3. Korea, Republic of
   Se-Mo CHUNG Dean, Graduate School of Korea Maritime University
4. Malaysia
   Muthu RAJENDRAN Associate Professor, Department of History, University of Malaya
5. Philippines
   Lamberto V. MONSANTO Consul, Philippine Consulate-General of Kobe

6. Singapore
Pool-Choon LOKE Columnist, The Singapore News
7. Thailand
Sakda THANITKUL Lecturer in Law, Faculty of Law, Chulalongkorn University

Coffee Break (15:45–16:00)

Panel Discussion (16:00–17:30)

RECEPTION (18:00–20:30)

October 30 (Tue.)

The Third Session (9:30–10:45)

"The present state and system of accepting foreign students in Japan"
—— Problems and future perspectives ——

Speech:

1. **Tadahiko CHOGO** Director, Japan Association for Foreign Student Affairs (JAFSA). Director, International Liaison Office, Doshisha University
2. **Kazuhiro EBUCHI** Professor, Research Institute for Higher Education, Hiroshima University
3. **Takeshi YANAGISAWA** Professor, Faculty of Engineering, Tokyo Institute of Technology
4. **Kazuhiro IGAWA** Professor, Research Institute for Economics and Business Administration, Kobe University
5. **Hideaki SAITO** Director, Student Exchange Promotion Office, Ministry of Education, Science and Culture

Break

Panel Discussion (11:00–12:30)

Lunch (12:30–14:00)

The Fourth Session (14:00–15:30)

Interactive discussion and resolution of issues.
"Review and future vision of the foreign student problems"

Coffee break (15:30–16:00)

Concluding speech (16:00–16:30)

Haruo MURAKAMI Chairman, The Committee for International Exchange of Kobe University

Closing Ceremony (16:30–16:40)

Isao ATSUTA Dean of Students, Kobe University

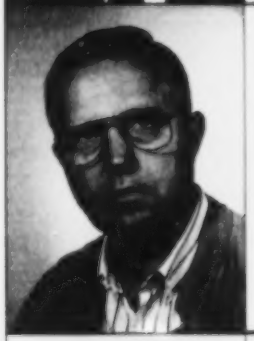
PROFILES OF SPEAKERS

Kazumasa HIRAI (JAPAN)

·Director of International Center of Kobe University (1987–)
·Professor of Kobe University, Department of Systems Engineering (1972–)
·M.S.(1956), Ph.D.(1963), all from Kyoto University
·University of Stuttgart, Germany (1967–1969)
(Scholar of Alexander Von Humboldt Foundation)
·Councillor of Kobe University (1989–)

Albert PREVOS (FRANCE)

·Head of the "Centre National des Oeuvres Universitaires"
·Professor agrege (associate professor)
·Bordeaux University, Tohoku University (Japan)
·Cultural attache in Cairo and in Quebec–city
·Ministry of Higher Education in charge of the International Division



Christian REISER (GERMANY)

·Director of DAAD (German Academic Exchange Service) Berlin (1990)
·Head of Department,"Developing Countries", DAAD (Bonn) (1984–90)
·Studies of Economics at the Universities of Berlin, Hamburg, Freiburg (1959–64)
·Foreign Student Advisor, University of Freiburg (1966–69)
·Head of Section, Southeast Asia (1969–74)
·Director of India Office (1975–79)
·Head of Department,"Industrialized Countries" (1979–84)

Martin R. KENYON (UNITED KINGDOM)

·Secretary, Director and Trustee of Overseas Students Trust (1962–)
·Educated: Eton College, Corpus Christi College, Oxford University
·Managing Trustee of Fund for International Student Co–operation (FISC) (1968–89)
·Hon. Treasurer at various periods, and now Hon. Vice–President and Executive Member of UK Council for Overseas Students Affairs (UKCOSA) (1968–)
·Executive Member of Commonwealth Youth Exchange Council (1968–)

John F. REICHARD (UNITED STATES of AMERICA)

·Executive Vice President, NAFSA
·Wesleyan University, Graduate studies
·Glasgow University (Scotland), Fulbright Scholar
·Executive Director, International Student Association of Greater Boston (1955–60)
·President and Executive Director, Philadelphia Council for International Visitors (CIV) (1960–73)
·Executive Director, Global Interdependence Center (1975–79)
·Member Advisory Committee, International Student Program

Fu-Yin HU (CHINA)

·Deputy Chief, Asian and African Division, Department of Overseas Studies, State Education Commission (1988-)
·Associate Prof. of Japanese, Foreign Language and Literature Dept., Jilin University (1975-84)
·Coordinator for Education, Education Div. Chinese Embasy in Japan (1984-88)

Johannes SUTANTIO (INDONESIA)

·The Consulate General of the Indonesian Consul at Kobe (1990-)
·Gajah Mada University
·Columbia University (Fellow of the Carnegie Endowment) (1962-63)
·Indonesian Foreign Service (1957)
·Manila, London and Canberra as Minister Counsellor (1982-86)
·Deputy Director for Asia and Pacific Affairs (1986-90)

Se-Mo CHUNG (Republic of KOREA)

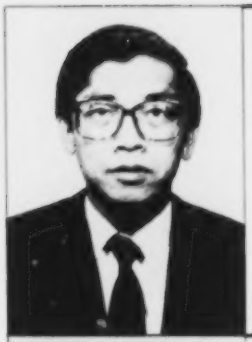
·Dean, Graduate School of Korea Maritime University (Pusan)
·M.E. in Electronic Engineering, Graduate School of Yonsei University (1972)
·Ph.D. in Physical Electronics, Graduate School of Tokyo Insitute of Technology (1976)
·Assistant Prof. Korea Maritime University (1970-76)
·Associate Prof. Korea Maritime University (1977-82)
·Prof. Korea Maritime University (1982-)

Muthu RAJENDRAN (MALAYSIA)

·Associate Prof., Department of History, University of Malaya (1985-)
·B.A. (Hons.) University of Malaya (1971)
·M.Econs., Nagoya University, Japan (1974)
·Ph.D., Griffice University Austraria (1985)
·Head, Foundation Programme for undergraduate studies in Japan, University of Malaya (1985-87)
·Senior Research Fellow (Japan Foundation) (1986-87)
·Senior Researcher (Korea Research Foundation (1987)

Lamberto V. MONSANTO (PHILIPPINES)

·Consul, Philippine Consulate-General of Kobe (1990-)
·B.A. Economics, Lyceum of the Philippine, Manila (1971)
·Master in Bussiness and Public Adm., De La Salle University Manila (1985)
·Technical Staff, Technical Secretariat for International Economic Relations, Board of Overseas Economic Promotion, MFA (Mar.-Aug. 1985)
·Third Secretary and Vice Council, Philippine Embassy, Brunei (1986-90)



Pool-Choon LOKE (SINGAPORE)

·Columuist, The Singapore News (1983-)
·Graduated from Tokyo University of Foreign Studies, Department of Japanese (1979)
·Lecturer of Komazawa University (1983-)

Sakda THANITKUL (THAILAND)

·Lecturer in law, Faculty of Law, Chulalongkorn University (1988)
·Bachelor of Law, Faculty of law, Chulalongkorn University (1981)
·Master of law, Faculty of law, Kyoto University (Japan) (1985)
·Ph.D. course, ibid (1988)
·Excellent prize awarded by Japanese Ministry of Foreign Affairs for the Forum 1985 (Essay contest)

Tadahiko CHOGO (JAPAN)

·Director, Japan Association for Foreign Student Affairs (JAFSA),
·Director, International Liason Office, Doshisha University (1988-)
·B.A. in Literature (Doshisha Univ.) (1966)
·Personal Division, Students Division etc. of Doshisha University (1966-88)
·Amherst College (USA) (1978-79)

Kazuhiro EBUCHI (JAPAN)

·Professor, Research Institute for Higher Education, Hiroshima University (1987-)
·Ph.D. in Pedagogy (Kyushu University)(1961)
·Tulane University (1963-66)
·Chairman of the Organizing Committee of the 2nd OECD/CERI International Seminar "Foreign Students and Internationalization of Higher Education" sponsored by Ministry of Education and Hiroshima University (1988)

Takeshi YANAGISAWA (JAPAN)

·Professor, Faculty of Engineering, Tokyo Institute of Technology (1970-)
·Ph.D. in Elect. Engineering, Tokyo Institute of Technology (1958)
·Visiting research fellow, Institute of Radio Engineering, Czechoslovakia (1966-67)
·Director of International Center of Tokyo Institute of Technology (1980-86)
·Councillor(1989-) and Dean of Students (1986-90) of Tokyo Institute of Technology

Kazuhiro IGAWA (JAPAN)

·Professor, Research Institute for Economics and Business Administration, Kobe University (1987–)
·M.A. in Economics, Graduate School of Osaka University (1970)
·M.A. Johns Hopkins University (1976)
·Ph.D. Johns Hopkins University (1981)
·Dr. in Economics, Kobe University (1984)
·Associate Professor of Kobe University, Research Institute for Economics and Business Administration (1976–87)
·Visiting scholar, Northwesten University (1983–84)

Hideaki SAITO (JAPAN)

·Director of Student Exchange Promotion Office, Ministry of Education, Science and Culture (1988–)
·B.A. in Law, Hokkaido University (1972)
·Ministry of Education, Science and Culture (1972–81)
·Director of Social Education Division, the Board of Education of Oita Prefecture (1981–84)
·Deputy Councilor of Personnel Bureau, Management and Coordination Agency (1984–86)
·Deputy Director of Policy Division, Ministry of Education, Science and Culture (1986–88)

Organizing Committee of the Symposium

Chairman :	Kazumasa HIRAI	Director, The International Centor of Kobe University Prof., Faculty of Engineering, Kobe University
Members :	Haruhide MORI	Vice-Director, The International Center of Kobe University Prof., College of Liberal Arts, Kobe University
	Kazuhiro IGAWA	Prof., Research Institute for Economics and Business Administration, Kobe University
	Kiyoshi IKEMOTO	Prof., Faculty of Economics, Kobe University
	Koji OKUBAYASHI	Prof., Faculty of Business Administration, Kobe University
	Kunio KATAOKA	Prof., Faculty of Engineering, Kobe University
	Atsushi KITAHARA	Prof., Faculty of Letters, Kobe University
	Syuzo KIMURA	Prof., Faculty of Law, Kobe University
	Masayuki SUZUKI	Prof., Faculty of Education, Kobe University
	Kentaro SERITA	Prof., Faculty of Law, Kobe University
	Fujio HAMADA	Prof., Faculty of Law, Kobe University
	Takeo MATSUMURA	Prof., Faculty of Medicine, Kobe University
	Atsushi MURAKAMI	Prof., Faculty of Economics, Kobe University
	Haruo MURAKAMI	Prof., Faculty of Engineering, Kobe University
	Toshimichi MORIWAKI	Prof., Faculty of Engineering, Kobe University
	Hiroshi YODA	Prof., College of Liberal Arts, Kobe University
	Shoji UGA	Associate Prof., Faculty of Medicine, Kobe University
	Yukinori TAKUBO	Associate Prof., College of Liberal Arts, Kobe University
	Tsutomu TERASHIMA	Associate Prof., Faculty of Science, Kobe University
	Chikahiko NAITOH	Associate Prof., Faculty of Agriculture, Kobe University
	Hachiro HAMAGUCHI	Associate Prof., Faculty of Education, Kobe University
	Toshiaki ITOH	Lecturer, Faculty of Business Administration, Kobe University
	Saburo UCHIYAMA	Lecturer, Faculty of Medicine, Kobe University
	Yoshikiyo SHIMIZU	Lecturer, Faculty of Business Administration, Kobe University
	Mustumi SUZUKI	Lecturer, College of Liberal Arts, Kobe University
	Kunikazu TANAKA	Lecturer, Faculty of Economics, Kobe University
	Naoyuki TAMURA	Lecturer, Faculty of Engineering, Kobe University
	Masahiro TOMITA	Lecturer, Graduate School of Science and Technology, Kobe University
	Takeshi MASAKIYO	Lecturer, Faculty of Education, Kobe University
	Sigenobu MATSUO	Lecturer, Faculty of Engineering, Kobe University
	Mitsumasa MATUDA	Lecturer, Graduate School of Science and Technology, Kobe University
	Kiyomitsu YUI	Lecturer, Faculty of Letters, Kobe University
	Naoaki MORIMOTO	Resident Advisor, Assistant, Faculty of Science, Kobe University

Opening Ceremony

OPENING ADDRESS

Kojiro NIINO
President, Kobe University

Good morning, ladies and gentlemen. We have the honor of the presence of Mr. Okamura from Mombusho, Mr. Miki, Deputygoverner of Hyogo Prefecture and Mr. Ogata, Deputy Mayor of Kobe City to open the Symposium. On top of this, we have distinguished speakers and panelists from 11 countries attending. Four Panelists will be attending from Japan.

We are indeed very grateful that we are able to hold this International Symposium on Internationalization and Foreign Students Problems with such a distinguished panel, and Kobe University is very happy about this occasion. I take this opportunity to thank you very much for your cooperation.

As you already know, the foreign students who come to Japan are those who are going to spend a few months or a few years here in Japan, in order to live together with the Japanese so that they will be able to gain the direct experience of life in Japan.

The utmost problem experienced by the foreign students nowadays is the difficulties in paying for their stay here in Japan. This is due to the high cost of living these days. And also there is a problem of accommodation, and further problem of whether or not they will be able to enjoy their stay here in Japan as a temporary resident in Japan.

Although this might not be the central theme to be discussed here, it is important for these foreign students to give top priority to the studies that they will be making in Japan. So the question for the universities is how well they will be able to provide these students with their needs. So in this International Symposium, we will be discussing these problems, so that we are able to achieve better understanding of the situation and of the problems that we are experiencing.

The number of foreign students in Japan is on a rapid increase, therefore, various insufficiencies are being pointed out on our side in accepting the foreign students. And the Japanese themselves are being questioned about their basic attitude in accepting and receiving the foreign students in Japan.

I am sure that in the Symposium today and tomorrow we will be able to listen to the speakers and panelists from abroad as to what they think of these problems. Their opinions would be highly suggestive.

In this Hyogo region, we are quite fortunate to have the full cooperation of the citizens, but we are also happy to be able to have cooperation from Hyogo Prefecture, Kobe City and various other civic groups in trying to provide a better environment for the foreign students.

For instance, Hyogo Prefecture has organized the Hyogo Council for Exchange with Foreign Students, which was the first attempt as such in Japan with the second one only having been established one year later.

This international Symposium, I believe, was made possible because of the cooperation of all these people. Fortunately, as you see on the first page of this pamphlet, we have Hyogo Prefectural Government, Kobe City Government, Kobe Chamber of Commerce and Industry, Hyogo International Association, Kobe International Association and Hyogo Council for Exchange with Foreign Students as our sponsors, and further Commemorative Association for Japan World Exposition and Kozuki Foundation are also supporting this Symposium. I thank all these organizations for their kind support and cooperation.

With this I should like to end my word of greeting on the occasion of the opening of the International Symposium. Thank you very much.

CONGRATULATORY ADDRESS

Yutaka OKAMURA
Deputy Director General, Minister's Secretariat, Ministry of Education, Science and Culture

Good morning ladies and gentlemen. I thank you very much for the introduction. I am Deputy Director General of the Ministry's Secretariat from the Education Ministry.

It is my great pleasure to deliver my congratulations on the onset of the International Symposium on Internationalization and Foreign Students Problems which is hosted by the University of Kobe.

Recently the international environment has been undergoing dramatic changes,shortening distances among nations, while interdependence among nations is increasingly strengthened. On the other hand, we are observing the emergence of new tension and friction which requires reinforcement of collaboration among nations to address all these issues.

In each nation there is strenuous effort being made for global peace establishment and collaboration. To eliminate such tension and friction and also advance harmonious international society, it is most essential that we establish mutual trust based on mutual understanding. In this sense there are unprecedented needs in the contemporary society for free exchange of people and education beyond national borders.

A student exchange program is supported by a collaboration among nations, aiming at human resources development and heightening of the standard of academic education through person-to-person and heart-to-heart communication. It is making a large contribution to mutual understanding and friendly relations among nations.

It's not too much there wasn't an age in the past which required such a communication as strongly as today. Through the advancement of internationalization, there have been a lot of active programs being conducted.It is most gratifying that there has been remarkable progress in the student exchange programs. The aspiration for higher culture has been universal among peoples through generations.

In Japan, such a scheme has got a long tradition, dating back to ancient times when Japan aggressively absorbed the cultures from various parts of the world. More recently we are making strong commitment to the student reception. Currently more than 30,000 overseas students are studying in Japan.

The Ministry of Education in Japan recognizes the importance of this program, and has already established a policy, based on the future perspective.Based on this policy, we have just announced that Japan would receive l00,000 overseas students at the beginning of the 21st Century. At the moment we are making utmost effort for developing facilities and infrastructure required for this purpose. Particularly, it is required to improve students accommodation and enlarge scholarship programs. Those infrastructure advancements are urgent issues to address.

To solve these problems, we would like to call for the collaboration and effort provided by all the people in Japan.

It is particularly timely and meaningful to hold this Symposium in which those who are engaged in student exchange program gather together at the University of Kobe and deepen their discussion for the future direction we should seek.

I pay my deepest respects to the Prefecture of Hyogo, the City of Kobe and all the parties concerned who have supported the concept of this Symposium, and provided a lot of support.

Welcoming so many guests of honor from overseas nations, this Symposium is actually a culmination of wisdom and endeavor for the purpose of advancement of student exchange in the international community. I believe that this will give further impetus for the enhancement into the future.

Finally, expressing all the best wishes for the President of Kobe University, and all the guests of honor, I would like to conclude my remarks. Thank you very much for your attention.

CONGRATULATORY ADDRESS

Shinichi MIKI
Deputy Governor, Hyogo Prefecture

Good morning, ladies and gentlemen. Thank you very much for the kind introduction. My name is Miki. Originally, as has been already mentioned, Governor Kaihara was scheduled to be here to greet you in person, but it so happens that yesterday was the Prefectural Governor election, and therefore he was not able to attend today. So on his behalf, I would like to convey his message to you.

It is a great pleasure to extend my sincere greetings to the Opening of this International Symposium on Internationalization and Foreign Students Problems. I am indeed very happy that so many people are attending this Symposium today including speakers and panelists from 11 countries.

In Japan, the government has announced the policy that it would accept 100,000 foreign students by the beginning of the 21st century. Presently, in our prefecture we have about 800 foreign students studying in Hyogo Prefecture with the major portion being at Kobe University. And this number, compared with five years ago, has more than doubled. And it is expected to increase even further by 15% or 20% every year.

Of course there are various problems regarding this acceptance or receiving of many foreign students, and therefore in order to cope with the situation our Prefecture is trying to respond sufficiently so that, for example, we are providing scholarships to those privately funded students, or are providing accommodations and housing for those foreign students. And we also have an international association taking care of these foreign students as much as we can. But of course these responses should not come out only from the administration or from the universities. I believe the situation or the problem is not that simple. So we would need to consider this or regard this as a regional problem. Therefore, it is most significant to consider this as a regional issue to be dealt with.

Fortunately, in our Prefecture, just as President Niino mentioned at the beginning, we have a promotional organization named Hyogo Council for Exchange with Foreign Students formed by Hyogo Prefecture, Kobe City and other municipalities, economic organizations, international exchange organizations, and universities in our Prefecture This Council is carrying out activities in order to promote acceptance of foreign students and further to enhance exchange activities with these student.

Under these circumstances, this international symposium is held today, and therefore we are very much interested in listening to the representatives from Asian countries which are sending foreign students to Japan as to how they view these problems. And also, we look forward to learn from the western countries which have long experience of accepting foreign students. And we would be most happy if a frank exchange of opinions could be carried out.

The results of this Symposium will be most useful and will be meaningful, so that I hope that you would exchange frank opinions among yourselves so that mutual understanding will be further deepened.

Finally, I should like to pay my respects to President Niino of Kobe University, and all of the professors and bodies involved for making this Symposium possible today.

CONGRATULATORY ADDRESS

Manabu OGATA
Vice-Mayor, Kobe City

Good morning ladies and gentlemen. Welcome to Kobe City. I would like to extend my heartfelt welcome to you all.

On behalf of the citizens of Kobe, I would like to say a few words to congratulate in place of Mayor Sasayama because he is now unavailable due to inevitable business.

It is my great pleasure to say a few congratulatory words for the opening of the International Symposium on Internationalization and Foreign Students Problems.

As the international status of our nation has risen, importance of our role to play in the global community has also increased. Therefore, the exchange of foreign students is considered to have broad and important significance. From the national viewpoint, this is the way to contribute to the international community through raising personnel and at the local level, it is a way to promote internationalization in the area through mutual understanding friendships between foreign students and citizens.

As Mr. Okamura mentioned before, it is very significant that the government has established a policy of accepting 100,000 foreign students at the beginning of the 21st Century and the preparations are going on. It is very significant since the number of foreign students increased so rapidly and suddenly various problems arose in terms of living, education, and research of foreign students, as you already are aware of.

At the same time, it seems that host organizations of foreign students, such as local governments or colleges and universities, have some hesitations as to matters concerning foreign students including some basic concepts of accepting students.

The City of Kobe started to handle the problems relating to foreign students fairly earlier than most other local governments. Thanks to the cooperation of the citizens and those involved in universities and colleges, we implemented various measures, such as granting scholarships, establishment of foreign student center, exchange programs with citizens, etc.

When we project further enquiries in the number of foreign students studying in Japan, we still seem to have many things to consider and learn for more substantial measures for welfare of foreign students.

We, in Kobe City, hope to promote further internationalization overcoming those obstacles. In this sense, it is very timely and significant to hold this Symposium, inviting a large number of participants from various nations. I really hope that fruitful results will be made through the enthusiastic and intensive discussions in this Symposium.

I conclude my words by expressing my highest respect to President Niino, Professor Hirai of Kobe University and others who have made great contributions to organizing this Symposium. Thank you very much for your attention.

Introductory Address

"The Motivation and Purpose of this Symposium Including the Present State and Problems of Foreign Students in Japan"

Japan

Motivation and Purpose of Symposium

- Problems on Foreign Students in Japan -

Kazumasa HIRAI
Director, International Center,
Kobe University

1. Motivation and Purpose of Symposium

The number of foreign students has exceeded 1,000,000 around the world, and the foreign student problem has become one of the primary social issues in the world. As compared to 350,000 foreign students in the United States, 124,000 in France, 82,000 in West Germany, and 57,000 in England, the number of foreign students in Japan: 31,000 (1989), is considered comparatively low, but the crucial problem in Japan is its high increase-rate. The average yearly increase-rate of 21.5% for the past five years has affected not only the organizations that accept foreign students but also the society as a whole.

Why has the number of foreign students increased at such a high rate? There are a set of reasons to be considered: 1) the world is now stabilized, which makes the flow of people and goods easier; 2) a variety of media promote disseminating information on studies abroad; 3) young people come to seek diversified values and long for new knowledge and better life; and 4) developing countries give priority to dispatching students to foreign countries. This trend of rapid increase of foreign students seems to continue.

Because of this rapid increase, we cannot take adequate measures to meet the needs and are faced with various troubles, such as housing and scholarship. In addition to these realistic problems, there is also something we should take into due consideration. That is the problem of concept and system lying behind accepting foreign students. If housing and scholarship are considered problems of hardware, the problem of concept and system is of software, which has never been considered seriously before. The concept of accepting foreign students is very much associated with the following fundamental question; i.e. how we regard foreign students. Because of lack of discussion on this

issue, serious dissatisfaction and complaints have developed among university people; for example, increase of faculties' burden, which often results in inadequate guidance to Japanese students, tightness of research budget, and difference in scholarship between foreign and Japanese students (foreign students are granted twice as much as Japanese students for the Japanese Government Scholarship). On the other hand, since the system of accepting foreign students is not prepared properly, foreign students complain of curriculum, Japanese language education, enrollment in universities, degrees, etc. These complaints are resulted from the Japanese educational system itself, as well as the lack of information and communication between those accepting foreign students and those who send them.

Japanese Government's "100,000 foreign students by 2000," goal is very timely and valuable, but, if we only seek to increase the number without solving the problems stated above, complaints will remain for both the receiving organizations and foreign students. Establishing solid concept and system of accepting foreign students is now pressing us, and a vague notion of international understanding will no longer lead us to fruitful results.

Considering those problems that surround us, in this International Symposium, concept and system of accepting foreign students adopted by western countries, having a long experience of this kind, will be reviewed. Concept and system carried by countries that send students to Japan and their requests and proposals to Japan will also be discussed in this Symposium. Based on those discussions, it is hoped to strengthen the concept and system of accepting foreign students in Japan and also to share and exchange the ideas of solving foreign student problems around the world.

2. Problems on Foreign Student Education in Japan

About 90% of foreign students in Japan come from Asian countries, primarily from China, Taiwan, and South Korea, and subjects of their study range from economics, business administration, and engineering, to education in recent years. Various problems have been surfaced out because Japanese society and universities have not been

accustomed to accepting foreign students. I wish to point out some of those problems to facilitate the discussion in this Symposium.

(1) Japanese Language Education - In Japanese higher educational institutions, both education and research are carried out in Japanese, and, therefore, foreign students have to learn Japanese. The number of Japanese teachers, however, is insufficient, and language training programs for foreign students are not necessarily effective, either. We should promote Japanese language education in overseas countries. At the present time, it is also difficult to evaluate the command of Japanese of foreign students, particularly of self-supported foreign students, because we do not have any systematic means to check their Japanese capacity like TOEFL.

(2) System for Education and Research - Japanese university education can be regarded as a one-way transfer of knowledge (from teachers to students) rather than as an opportunity of self-development. Furthermore, there is no systematic method for evaluating the performance of students in classes, professors tend to be more interested in research than in education and do not pay much attention to curriculum. It may not cause serious problems for Japanese students who have been accustomed to this style of education, but many foreign students feel dissatisfied. Particularly, in the fields of natural science, students have to read both Japanese and English papers, which brings an extra language burden for some of foreign students.

(3) Degrees - If one wants to earn a doctoral degree, he must enrol in a doctoral course, carry course work, and write a dissertation. In old days, the doctoral degree was given to those who had accomplished pioneering work, but, since 1953 when associated laws were amended, the degree has been given to those who are evaluated as an independent researcher capable of carrying creative research. Even after this change, emphasis has still been given to originality in the thesis work, and there are many cases in which a student collected enough credits and finished the course but still cannot earn the degree. For example, in the engineering field, it is a common requirement for a doctoral candidate to write at least three papers in scientific journals. In humanities and social science, not a few student are unable to earn the degree, because it is so difficult to write a thesis with

sufficient originality and professors are still obsessed by the traditional ways of evaluation. Many foreign students had returned home without earning the doctoral degree.

(4) Acceptance to University - There are many ways for foreign students to enrol in Japanese universities. Since the Ministry of Education arrange entrance to universities for students who are awarded the Japanese Government Scholarship and those dispatched from foreign governments, they are certain of the entrance before they leave their country. The situation, however, is different for self-supported students who consist of 80% of the all foreign students studying in Japan. A self-supported student must take the unified test given by AIEJ (Association of International Education, Japan), a Japanese language proficiency test, and, then, the entrance examination provided by the university where he wishes to study. There is no fixed quota of foreign students, and it is left to individual universities' discretion. To enter a graduate school, there is no test like the one given by AIEJ, and, foreign students just have to take the entrance examination. In many cases, a foreign student is accepted by a university first as a research student and study for the entrance examination for half a year to one at the university. The status of the research student, however, is rather ambiguous, and problems often take place like; a host professor gave a foreign student a permission as a research student based only on his application form and found, after his arrival, that he was poor in Japanese or his academic capacity was not sufficient. Such a problem occurs mainly because we do not have a means to evaluate the candidate's ability before he leaves his country.

(5) Research Student System - Some other problems regarding the research student are as follows. Since research students are not matriculated students, they are not eligible for applying most scholarships. They are not able to be exempted from entrance fees or research expenses, and a student discount for the commuter's pass is not applicable to those students, either. The system of research student was established originally for Japanese students and causes many problems when it is applied to foreign students.

(6) Circulation of Information on Study in Japan - Many foreign students come to Japan with little knowledge on Japanese universities, and they often become frustrated when

they find difficulties of pursuing the research that they are interested in. On the other hand, Japanese universities that accept foreign students wish to have more information about the applicants' academic ability and command of Japanese before they come to Japan. Many troubles have occurred because of such lack of information exchange.

The First Session

"The Philosophy and System of Accepting Foreign Students"

—— The History and the Policy ——

France

THE PHILOSOPHY AND SYSTEM OF ACCEPTING FOREIGN STUDENTS

Albert PREVOS
Head, centre National des Oeuvres Universitaires

Welcoming and placing foreign students is getting each day more important in the field of higher education. The reason is not to be found in an increasing number of foreign students, which would sure become a burden in the future of thepedagogyand administrative organisation of universities, but because those foreign students are bringing with them an international dimension to universities, which is considered as one of the fundamental components of its development. Higher education trains the future elite of a country, makes known to others its own innovative capacities, its scientific and technological performances, to position itself on jobs training markets, which is a challenge both economic and cultural.

The different points I have been asked to examine will be developed as follows : The "philosophical" system of accepting foreign students, the capacityof adaptation to the different intellectual levels of students and the degree of autonomy that would be appropriate for them.

1. A CERTAIN NUMBER OF STATISTICS WILL PERMIT US TO BETTER UNDERSTAND THE IMPORTANCE OF WELCOMING AND PLACING FORIEGN STUDENTS IN FRANCE

1.1. In 1962–63 there were 21,630 foreign students in the different universities (8 % of the total students body). Up until 1968–69 the number of foreign students increased less than the number of french students.

Starting in 1969–70 the number of foreign students increased to reach 12 % of the students body in 1976–77. Since 1976, the proportion of foreigners, although with some annual fluctuation, has never been less than 12%.

For the school year 1988–89, the total number of foreign students was 125,000 which is 11 % of the total students population.

1.2. Each scholastic year, students from Africa are the most numerous, their number reached 57 % of all the foreign students for the year 1988–89. However for the second consecutive year, a slight decrease in their number has been noted.

The maghreb countries (Algeria, Morocco, Tunisia) alone supply 33.5 % of all foreign students and 59 % of all students of african origin. Other important countries are Lebanon (3.8 %), Cameroon (3.9 %) and the United States (2.6 %).

1.3. More than one student out of three (34.4 %)concentrate on liberal arts courses. However the number of students in liberal arts tends to diminish for the benefit of other disciplines : law has 10.6 % of foreigners, economics 11%, sciences 23.5 % and medecine 15 %. Registration to 3rd cycle and 2nd cycle have risen to 3 %. 37 % of foreigners are registered in 3rd cycle, 29 % in 2nd cycle and 32 % in 1st cycle this year as opposed to 37 % in 1985, a drop due mainly to less foreigners entering the country. Paris and its suburbs take in 41.5 % of foreign students.

2. THE WELCOMING POLICIES TOWARDS FOREIGN STUDENTS

2.1. The very hign proportion of foreign students in the higher french education system finds its justification in the importance that the french government attaches to the development of international cultural relations and particularly the maintenance of cultural, scientific and economic ties with francophone countries. With this solidarity that is a necessity, there are other countries which are not historically francophone but who want to acquire an education "a la francaise" (those countries are for instance Indonesia, Brazil, China, Eastern Europe...), and they are looking towards our higher educational system. It depends also on french universities to find foreign partners, europeans, north americans and asiatics to maintain a worldwide level of research.

These factors explain the different approaches our universities have in their welcoming policies towards foreign students.

2.2. To simplify one should note two different tendencies : one that emphasises integration of foreign students, the other which puts priority on training.

In the first case, the main concern is to have the best possible insertionof foreign students in to the university curriculum and to french society : french university is a place opened to all foreign students at all levels ; faithful to its tradition french university offers at the same time integration and intercultural dialogue .

In the second case, we are more concerned about the goal of the student andhis reinsertion into his country of origin ; for that, we propose a training which will be the most useful and can be acquired the best conditions.

In fact, those two "philosophies" are not oriented toward the same people :in the first case it is influenced by the fluctuation of population and the stillstrong historical ties that unite those nations ; in the second case, the studentmobility is and often influenced by governments. Those two conceptions suppose different strategies and methods.

2.3. About the training of students from developing countries, it seems that a certain number of french universities attempt to find a better equilibriumby facilitating entry into the 2nd cycle – licence and maitrise – to students whosecountries of origin do not provide them with strictly the same academic levels. For instance in several universities, registration to the 1st cycle, has been given in priority to foreign students if they can justify the reasons just mentioned : access to licence is also priority to these students but only if theyhave successfully achieved their 1st cycle in France. A particular attention is given to students whose countries have signed agreements on interuniversity cooperation so as to give to these students a better possibility if reinsertion once back in their country.

Despite the priority usually given to students starting the 2nd cycle, the growing number of foreigners registered in the 1st year of the 1st cycle create a special problem to universities particularly because of an insufficient knowledge of the french language and a lower level of knowledge acquired in theirsecondary training. Those difficulties have led several universities to develop "specialized training program" reserved exclusively for foreign students.

3. SPECIAL COURSES DEVELOPED FOR FOREIGN STUDENTS

3.1. In France there is no quota for foreign students who want to register in universities. The only requirements would be a sufficient knowledge of the french language and certain formalities when entering for the first time the first cycle (or when applying for a national diploma that requires the baccalaureat), Admission in France of foreign students in universities is under the control of the Ministry of Education since 1981. The same criteria applies tofrench and foreign students.

This means also that foreign students are not charged an extra fee for registration but pay the same fee as

french students (approximately 450 F a year).

The decree of December 31st 1981 concerning the "accepting of foreign students", which modifies the decree of May 13th 1971 concerning the registrationof foreign students in the higher Education program stipulates :

> "Foreign students are subject to the same rules as french students for a second registration in 1st cycle and for the registration in 2nd and 3rd cycle".

The decree of August 23rd 1985 also concerns foreign students, it stipulates the conditions for validation of studies based upon professional and personal knowledge and experiences in order to continue their studies at a higherlevel. Article 4 of the same decree, applies to both foreign or french students. It stipulates :

> "The holder of foreign diplomas may request their validation, the conition of which are fixed by the present decree and conformed to international agreements and current regulations in particular those of decree number 81-1221 of December 31st 1981".

In application of the 1981 decree just mentioned, concerning the first registration of foreign students to a first year of 1st cycle, the general principle is that they must possess diplomas in their own country which will entitle them to continue on at a higher level in the discipline they wish to pursure. They must also have the level of comprehension of the french language adapted to the training they wish to undertake. They must pass a language examination. Such examination is not required of students whose studies were primarily in french.

Last but not the least, it is important to point out that a certain number of foreigners are exempt from taking a linguistic exam and producing a registration form and are able to register at the university in the same manners as any french student. Are particularly concerned :

- foreigners holders of a french baccalaureat or a french diploma, franco-german baccalaureat ;
- foreigners with a scholarship from the french government ;
- stateless persons, refugees...

In practice, most universities do their own evaluation of the language knowledge of their candidates.

3.2. It is the responsability of the cutural section of the french embassies abroad to provide foreign candidates with the necessary documents published by the Ministry of French Education such as :

- a brochure "Je vais en France" (I am going to France) written by the "Centre National des Oeuvres Universitaires et Scolaires" (CNOUS) ;
- brochures on higher trainings and others specifically made for foreign students such as "procedure for registration" and "higher education programs in France".

Despite all efforts undertaken to inform students, a great proportion of them claim they had no preknowledge of the contents of the studies they had choosen before entering the university. Many stduents assert that the training they had been given in their country is inadequate to the basic training needed for any student entering a french university. It is clear that there is a misunderstanding concerning the reality of the french university and it is of thehighest importance to give to those students the need to know and the access to this information.

As regard to the possibility of success of foreign students who have undertaken advanced studies (end of second cycle or 3rd cycle) 70 % believe they are likely to succeed, but only 30 % of those in first or second year of university believe they will succeed. Optimism has a tendency to increase the further they advance in their studies.

However a proportion of about 35 % of students still feel a persistent apprehension conerning their likehood of success.

If they are generally satisfied in their choice of studies (75 % declare that they are reasonably satisfied) the contents of their studies is sometimes not apreciated. More than 50 % are not satisfied with the practical training. This can be verified by the results :

. 40 % of students repeat at least one year of university in France ;

. 32 % repeat the first year ;

. 5 % repeat the second year ;

. 5 % repeat the third and fourth year (licence – maitrise or third year of medecine and pharmacy).

More women repeat a year than men do. The first year appears to be the mostdifficult one. For several years we have noticed that the capacity to adjust to that first year is getting more difficult, although a special program adressed tothis problem has been developed, registration procedures have been simplified andpersonal services have been assigned to assist in registration and guidance of these students.

The disparity of trainings and the failures of some of the foreign studentshave prompted some universities to create a year of "accelerated courses" designed to upgrade students wishing to enter university. The originality of thisspecial course is based on scientific principle and includes an intensive language training.

In addition, in order to facilate the integration of foreign students the accelerated course includes regular and obligatory socio–cultural activities. Those activities are undertaken with the help of outside assistants :

– cultural and sport associations ;

– french host families upon arrival and for holydays events,

– guided visits to industrial plants and to french government establishments.

4. PERSONALIZED STUDENT PLACEMENT

4.1. In France, the instructional method basically does not rely on an individual relationship between student and tutor, especially at the lower levels.

Because of the equality of treatment between national and foreign students a superficial observer could imagine that this rule means a "leave–alone policy" for foreign students.

In fact, many of our programs are designed in most Universities to help foreign students to reach required scientific or linguistic levels. Most french universities hav a centralized reception bureau a specialist in each discipline for foreign students.

In daily life foreign students are not generally isolated. They are taken in charge by an institution whose activities are especially dedicated to the reception of foreign students. One of the most well–known institution in this field,is the "Centre National des Oeuvres Universitaires", which provides for allforeign students, but mainly for those on governmental programs, through the network of the "CROUS",cultural activities, information, part–time jobs, housing,university restaurants, financial assistance, health services etc. As soon as they arrive, foreign students or students with a scholarship from the french government or any other foreign government are taken in charge byspecial services to help them with their administrative procedures. A good proportion of these students are living in university hostels, students with a scholarship from the french government having priorities over the others as privileged guests of France.

For the school year 1988–89 :

– 16,032 foreign students were in university hostels, out of 101,403 students (15,81 %).

Among those 16,032 students we could count :

. 3,772 students with scholarship from french government ;

. 6,705 students with scholarship from foreign governments ;

. 5,555 students with no scholarship.

– About 5,000 foreign students have been placed in low cost housing units (HLM) or in approved students housing units.

– In addition, students are also provided with a list of housing in the city of their assignment : in 1988–89 a little over than 2,000 foreign students used that means of accomodation.

Foreign students have of course, access to the university restaurants for the same price as would a french

student. Social workers from the CROUS who are pressent in the university, have an important role among foreign students to helpthem solve their health, financial or psycological problems.

A financial aid, either as a gift or loan can be granted to them through the "University Solidarity Funds" (FSU). In 1989, the total amount of aid from F.S.U. to foreign students was 4,222,522 F. Durin the same period a credit of 9,220,354 F was given to french students. Aid from F.S.U. to foreign students represents 31.4 % of the total amount given to students.

In the same perspective the services of the CROUS try to the extent of their possibilities to procure employmet for foreign students. It will be noticedthat there is sharp increase in request for jobs from foreign students : 13,011 in 1988–89 compared to 12,080 in 1987–88. The number of jobs found for students also increases : 8,912 in 1988–89 compared to 7,691 in 1987–88.

Cultural and leisure activities are organized by the CROUS which help interactions among students of all origin. The active participation of foreign students in these various activities as well as their active presence in the sociocultural affairs organized by the hostels have certainly contributed to facilitate their adaptation to french university life. Special cultural activities are proposed to students with a scholarship.

Finally, an original case has to be mentioned : the international "cite" ofthe university of Paris, an autonomous foundation which receives the foreign students who have already completed the first cycle of higher education (2 academic years). Many countries have their own residence among the 35 of the foundation, allowing them to receive their national students.

4.2. As a general rule, foreign students seem to have constant social relationship as much with their fellow countrymen as with local people. As leisure is concerned, apart from sport which is often a team activity, the other occupations are done in little groups (reading, photography,cinema,evenings on the town, dancing).

A good half of the foreign students who hold a scholarship either from their government or from the french government, say that they have sufficient ressouces. The students who do not receive a scholarship finance their living, half by working, half by the support they receive from their family.

The students who find accomodation in a university hostel enjoy a privileged situation. The others have to add to their major accomodation prepccupation another difficulty which is the travelling between the place of residdence and the place of studies.

The universitary premises are often very scattered and this is not to make contacts easier.

All the existing infrastructures, such as helps and social and pedagogical actions set up for foreign students, are not always sufficient to make their stay a perfectly fruitful one. Insofar as there is a deep analogy between the conditions of living of a foreign ans those of french students, the reasons of there difficulties have to be looked for somewhere else and one must ask himself how much is due to the adaptation to the country and to a different way of life.

Indeed, as any other student, the foreign student, the foreign student has to cope with a new step of his life which, by definition, is the result of a rupture with his previous milieu. But him, the foreign student, is confronted to the addition of two ruptures which increasses diffculties : to the seperation with the family environment, to financial difficulties (jobs), one must add distance, linguistic and cultural problems, even if he utterly wanted, at the begining, to come to France. Intentionally or not and very progressively, he reconsiders the ideas he had with respect to the culture of the host country and those of his own country. This leads him to reevaluate his links with his countryand to ask himself about his own cultural identity. But where as the french student may appease his apprehensions by going backto the family environment, the foreign student tends sometimes to isolate himselfto preserve his cultural identity, which puts him in delicate conditions to succeed in his studies.

The individualism of french students who are little organised in associations, unlike the anglo–saxon students, is not designed to facilitate the integration of the foreign students.

It is clear then, that if the linguistic problem is a real one, it does notrepresent an essential handicap. The

difficulties of the foreign student are mainly cultural ones.

That is why a personal and careful help is needed, especially at the beginning in order to allow him to carry his studies through to a successful conclusion. That is this personal attention that the higher education establishments endeavour more and more to assure.

GERMANY

The Philosophy and System of Accepting Foreign Students The Case of the Federal Republic of Germany

Christian REISER
Director of DAAD — Berlin

The report on foreign student enrollment at universities of the Federal Republic of Germany concentrates mainly on students from developing countries, because they form the major part of the total number of foreign students. The short-term study of students from neighbouring European countries and North America, who return after one or two semesters to their home universities cannot be compared with the long term studies of most overseas students. The special questions concerning children of foreign migrant workers, who have attended school in Germany and subsequently apply for admission at a German university are also not mentioned.

At present, some 57,000 students from developing countries are engaged in undergraduate/graduate studies at German universities or other institutions of higher education. With constant increases in absolute figures, the allover proportions have remained largely unchanged.

Foreign students account for 5.5% of the total enrollment; the rate of students from developing countries is slightly above 60% of the total foreign student population. There are, however, some distinct imbalances in the distribution of origin, as we observe clear underrepresentation of African, Latin American and most Asian countries.

About 80% of students from developing countries begin as first semester students and only about 20% enter studies at a higher stage, with a first degree from abroad. Although there are no specific quantitative limitations or country quotas as well as no tuition fees, several characteristics of the German system of study create obstacles, so that Germany is not considered as an obvious first choice in comparison to such countries as Great Britain, France or the U.S.A.

1) There is no correspondence between the university systems in most developing countries. and in Germany. As a consequence, difficulties exist as to the proper recognition of the foreign degrees in Germany and of the German degrees in developing countries when students return after the completion of their studies.

2) German is not a lingua franca and thus must first be learned as a prerequisite for taking up study, implying in most cases a prolongation of the overall time necessary.

3) Despite its importance as an industrialized country, the absence of a longer colonial history means that there are only few traditional ties with Third World countries.

Development of Foreign Students Enrollment since 1950

The first twenty years after the second World War are characterized by a complete absence of a reflected and coordinated policy of the admission of foreign students by the Government or other central bodies.

Universities after World War II were reestablished as institutions with a high degree of autonomy in academic and scientific questions. One of the few requirements for foreign applicants wishing to study at a university was that they must be in possession of a school-leaving

certificate which was recognised as being equivalent to the German Abitur, and in principle the Abitur was the only academic condition to be admitted to a university.

There were no entrance examinations at German universities, and we do not have university fees. During this period, German universities were especially attractive to foreign middle class students, who were not good enough or not rich enough to be admitted at an English or American university.

Growing problems with misadjustment of foreign students and overcrowded universities in Germany, due to a rapidly increasing number of German students, resulted in a prolonged discussion on the relevance of foreign students enrollment. Dialogue and transfer of knowledge must be understood as a two-way-traffic, as a taking and giving, which results in the understanding of ones own and the foreign culture. There is nothing to learn in Germany unless we have first learned the foreign ways of thinking and the cultural and the social background of the students from overseas societies.

Building up an effective infrastructure in Third World countries means above all investment in man power and providing expertise and specialised knowledge to countries of the Third World, where lack of these factors often poses one of the biggest obstacles to progress in social and economic development. The approaches in educational aid range from the offer of scholarships to individual young academics and professionals from developing countries for advanced education and professional training in the FRG to the promotion of higher education in these countries themselves by upgrading the teaching and research facilities in overseas universities and other institutions of higher education.

Degree courses and training for students from developing countries have developed in three major directions at German universities.

The first, most important form of study, is based on following a full course of study up to a graduate degree, which then opens the possibility of subsequent doctoral studies.

The second form of study is postgraduate study, usually doctoral study. Since doctoral students in many cases do not need to register as students, one can only guess that about 4,000 ~ 4,500 students from developing countries work for their PhD, following the traditional German pattern of anextended independent research work for a couple of years.

The third form of graduate training that has emerged over the last years at various universities and other institutions of higher, education, aims at specialized courses of 1–2 years duration of a seminar-type of guided studies. These courses are designed to attract graduates from developing countries who have already had some professional practice after their home university education.

From the very beginning of admission of foreign students and academics, German universities have refused to introduce special university degrees for foreign students or to build up special institutions of higher learning, exclusively meant for foreign students and academics. On the other hand progressive schools and faculties have tried to introduce phenomena into the course or into thesis work, which are related to developing countries. To encourage this development, the DAAD has introduced a system of sandwich fellowship for PhD work. The sandwich-studies are conducted partly in Germany and partly in the home country of a student with universities or institutes in both countries cooperating. This system does more than shorten the necessary time by avoiding the long period required for completing the graduate study in Germany.

In structural terms, this type of study takes into account and uses the capacities of higher education that has been established in many developing countries. It contributes to their consolidation, improves the educational quality of key institutes as a whole or of a particular

department, and provides continuing incentives for the development of capacities at graduate level.

Expert Officials for Foreign Students

Nearly all German universities have special services for the foreign student, the Akademisches Auslandsamt. As part of the general and subjectoriented advisory service of the universities, the Foreign Students Service provides information on various topics.

- the German university system;
- structure and scope of universities, especially the administrative procedures involved when the student matriculates, renewal of matriculation, exmatriculation, leave of absence during university studies;
- general conditions of study, etc.;
- institutes, departments, libraries;
- university regulations, aliens legislation;
- tenancy and rent laws as well as the general conditions at the place of study.

In addition, the Foreign Student Service attempts to assist foreign students by means of German language courses, general and subject-oriented introductory courses, special pro-seminars and advisory programs where these are not otherwise provided. A broad-based programme of activities, carried out in conjunction with student organisations at the place of study, includes the support of foreign student societies, study trips, field trips connected with the subject studied and information seminars in West Berlin.

Reintegration of Foreign Students

For many years after World War II one could observe that only students from those countries where major political and social changes had taken place during their period of absence, faced serious problems of return. The development in recent years can no longer be separated from the phenomena of world wide migration from south to north. All study and scholarship programs must consider the possibilities of adequate job and work facilities at home.

Nearly all German sponsor agencies have started to offer their fellowships to graduates who have already taken up a job after their undergraduate education and who need a higher qualification for their job. With few exceptions, no German sponsor offers fellowships for general undergraduate studies. This contrasts completely with the concept of education of the "former" German Democratic Republic, where nearly 80% of the sponsored students have been invited for a full course of four to six years duration. Independent students, who have come on their own initiative and who have passed a whole course of 4–6 years are offered assistance for their return. This program consists of assistance to find an adequate job at home with the possibility for a temporary topping up of the home salary, or of loans for the establishment of an own enterprise.

It has widely become accepted that follow-up measures must form an integrated part of all educational aid programs. The DAAD offers books and journals to former fellows as well as the possibility of being reinvited after a period of time in order to keep pace with new developments in their respective fields (so called recharging the battery-fellowships). Also follow-up seminars organised by the various organisations bring together some thousand former participants each year.

Level of Academic Degree

The traditional German university system guarantees a comparable quality of the university degrees in the different subjects. The final university exam in chemistry (Diplomchemiker) is fully comparable in all German universities. There is no general ranking of universities in Germany nor is there a subjectwise ranking. All foreign students who have come for a university degree have to pass this final exam. Differences can be observed as far as the duration of studies is concerned. It is the own independent decision of the student when to take the exam, some take it after four years, some after five years and some even later. German management consultants do not ask applicants where they have studied. They will ask for the result and also the period of time the applicant needed for the whole course.

The situation is different when we take the postgraduate degree of PhD. The conditions of the conferment of a doctorate are a "thesis" and the oral examination. The candidate must show that he is able to carry out independent research and above all that he is able to gain new insight into his field and thereby contribute to research in his subject.

Traditionally, the German PhD lays most emphasis on the scientific thesis, i.e. the independent research. Since most emphasis is given to the research, the PhD must be evaluated like other scientific work. There are no special concessions for foreign students nor do special PhD courses for foreign candidates exist. German and foreign candidates have achieved better or less valuable results in their thesis but this has to be examined by individual evaluation of the applied method and the final results.

Directions in the Future

The direction in the future development of postgraduate training for development in the FRG will mainly be determined by the engagement of the universities and other institutions of higher education.

In comparison to the traditional independent undergraduate study, which will remain an important factor, there is a strong tendency on the part of the universities to introduce well defined and specially designed postgraduate courses or to redefine existing postgraduate training opportunities in this direction.

UNITED KINGDOM

Overseas Students in Britain: the History of Policy Development

Martin R. KENYON
Secretary, Director and Trustee of Overseas Students Trust

Developments to 1979

Britain has a long tradition of acting as host to students from abroad, particularly to those from the countries of the Empire and, after the coming of independence, the Commonwealth. By 1960 there were over 27,500 overseas students in publicly-funded education in Britain. Although their numbers were increasing (from only 21,000 in 1958, for example), this was not yet a matter of public concern. Overseas students paid the same fees as British students and their education was therefore heavily subsidised out of public funds. Yet enrolment of overseas students remained entirely unregulated.

During the late 1960s and especially during the 1970s, however, various factors combined to increase governmental and public awareness of the overseas student presence. Numbers were now rapidly increasing and so was the cost at a time of economic difficulty. There was, too, a growth in racist attitudes as a result of recent large-scale immigration. Questions were asked as to how far Britain should, after independence, remain responsible for educating the citizens of its new Commonwealth partners.

The first step towards reducing expenditure on the fee subsidy was announced in 1966. For the first time overseas students were charged higher fees than home students.

Fee levels were raised substantially during the 1970s but still the number of students from abroad continued to rise. The number actually peaked in 1978/79 at just over 90,000.

The introduction of full-cost fees

Then in May 1979 Mrs Thatcher's first Conservative Government was elected to office. Within six months the overseas student situation was transformed. Government wanted to reduce public expenditure at once. To this end the Department of Education and Science (DES) announced Government's decision to charge overseas students fees covering the full cost of their education. (Students from the European Community were to be exempted from the new fee levels and charged the home rate of fee.)

The new policy meant a very large rise in fee levels for overseas students. Fees for some university students were 430 per cent higher in 1980/81 than in the previous year.

The immediate reaction

The immediate effect of this decision was to push the overseas student question to the forefront of political and educational debate.

Reaction, both at home and overseas, was almost unanimously critical. The policy was seen as a denial of Britain's commitment to academic internationalism and of her moral obligations to educationally dependent countries, especially those of the developing Commonwealth. Because

it was based on short-term financial considerations, it was felt that the policy took no account of the political, commercial and educational benefits which Britain gained from overseas students.

At first the Government made no concession to this hostile opinion. For several years it steadily refused to modify the policy because that would involve additional public expenditure. Only in February 1983 were measures taken which partially reduced some of the damaging effects of the 1979 decision. These measures took the form of the "Pym Package" of additional scholarship support for overseas students, named after the then Secretary of State for Foreign and Commonwealth Affairs, Mr. Francis Pym.

The Pym Package

In announcing these measures Foreign Secretary Pym declared that the government had concluded that it was in the national interest to increase provision to enable overseas students to come to Britain. There could be no return to the previous system of indiscriminate fee subsidy but a sum of £46 million was to be provided, spread over three years, for scholarships targeted towards meeting specific British priorities.

The Pym Package also gave an annual sum of £100,000 to the British Council for the promotion of British education overseas.

The government also accepted that there was a need for effective machinery to co-ordinate policy internally, between the various departments concerned, and to enable government to consult with outside interests. An Inter-departmental Group of officials had been convened to co-ordinate work on the Pym Package. This was now established on a permanent basis to review policy issues. A small Scholarships and Awards Section was also set up within the Foreign and Commonwealth Office. For wider consultation a "Round Table" was established, a forum for periodic discussion between officials and representatives of a wide cross-section of non-governmental interests. This is chaired in rotation by ministers from the Foreign and Commonwealth Office, the Department of Education and Science and the Overseas Development Administration; it has met six times since 1983.

The implications

The Pym Package meant that government accepted it had made a mistake in 1979. Overseas student policy could not be based on short-term budgetary considerations alone: account had also to be taken of longer-term factors, of the obligations and benefits involved. The injection of additional funds was contrary to all of government's previous protestations.

The fact that the £46 million was allocated on the FCO's budget rather than on the DES budget shewed that overseas students were now seen as a diplomatic rather than as an educational issue.

Beyond the Pym Package: Government policy since 1983

Although there have been a number of important developments since the Pym Package, the 1983 announcement was the last major government input into overseas student policy. The package did nothing to alter the fact of full-cost fees. Indeed, it joined with the 1979 decision to form the cornerstone of a government policy which is essentially that there should be no general subsidy of overseas students but that, in accordance with national interests and obligations, a degree of carefully-targeted scholarship support should be made available.

Partly in response to continued pressure, Government has since taken certain steps to improve provision for overseas students. It has increased the level of expenditure on targeted scholarships (from £73 million — supporting 17,400 students and trainees — in 1984/85 to an estimated £127 million — supporting 24,000 — in 1989/90), and several new scholarship schemes have been established. The favoured position of European Community students has been further enhanced in recent years. Moreover, Britain's participation in the ERASMUS scheme for the promotion of European student mobility has made it easier still for EC students to come to study in Britain.

Britain's overseas student policy in 1990

The Government line on overseas students has not changed fundamentally since the introduction of the Pym Package in 1983. It can be summarised as follows:

(i) for a variety of reasons — educational, political, commercial and developmental — Britain welcomes overseas students;

(ii) in general, their education should not be subsidised by the British tax-payer;

(iii) however, in accordance with perceived national priorities, carefully targeted awards should be made available to selected individuals and categories of students from abroad.

Targeted scholarship schemes: the system of support

These scholarship funds are disbursed through a wide range of award schemes. It has more than once been suggested that the present large number of schemes should be rationalised and replaced by a unified 'British Government Scholarship Scheme'. Such suggestions have been rejected and Government has made clear that, although the situation will be kept under review, a range of award schemes should continue to exist. The present range of programmes reflects the multi-faceted nature of the overseas student question and the division of financial responsibilities amongst several departments of state. The targeting of support in this way makes it possible to cover all the objectives of overseas student policy (political/diplomatic, commercial, developmental and educational). Taken together, the schemes are meant not only to boost the overall size of the overseas student body but also to influence its mix and distribution so as to offset imbalances and distortions which a completely free market would produce.

Two of the schemes are developmental: the Technical Co-operation Training Plan, which is much the largest, and the Shared Scholarship Scheme, both funded by the Overseas Development Administration. The DES' Overseas Research Students Scheme is to boost the research capacity of British universities. The FCO's Scholarships and Awards Scheme is intended to 'win friends and influence people' who are likely to achieve political and commercial prominence overseas. The British Council's Fellowships programme is also intended to foster goodwill towards Britain. The small Hands-On Training Scheme was set up by the Department of Trade and Industry (DTI) to help achieve trade-related objectives. Other schemes are targeted towards countries of particular interest or with whom Britain has a special relationship. These include the country/territory fee support schemes (Cyprus, Malaysia, Hong Kong and certain other dependencies), the Nassau Fellowships and British Undergraduates Fellowships (both South Africa), the Marshall and Fulbright schemes (both USA) and the Sino-British

Friendship Scheme. The Commonwealth Scholarship and Fellowship Plan (CSFP), as its name implies, is aimed specifically at Commonwealth scholars.

A number of schemes, including the TCTP, operate on a Government-to-Government basis whereby award-holders are nominees of the overseas authorities. Where selection is in the hands of the British authorities, as in the case of the FCOSAS, this is usually carried out overseas by diplomatic representatives or, on occasion, by British Council officers. The British Council also administers several award schemes in the U.K. as an agent for the FCO and the ODA.

One significant development in the operation of scholarship support is the increased emphasis on the joint funding of awards with private industry, charities and educational institutions.

This joint funding of scholarships is seen to make good sense because scarce public funds are thereby spread further. Government has been urged on various occasions to do more to attract non-government funds — from industry, from the educational institutions, from voluntary agencies and charitable foundations and from the churches, and it is clear that some Departments of State are now working to increase resources in this way.

Institutional policies

One recent American analyst of developments in overseas student affairs in the UK during the 1980s concluded that, 'within the broad framework established by the government, the administration of foreign student policy in Great Britain rests with the higher educational institutions themselves...', and she argues that changes in institutional policy have been 'even more important than government action' [Chandler 1989]. Be this as it may, it was undoubtedly the introduction of full-cost fees which provided the catalyst for those changes.

Before 1980, most people in the educational world still subscribed to the vague notion that overseas students were somehow a 'good thing' and that higher education, especially, should be international. But the institutional approach to overseas students was essentially a passive one: 'let them apply — those whom we choose to have are welcome'.

The financial implications of full-cost fees

The situation in institutions changed dramatically with the introduction of full-cost fees. This was, first and foremost, because of the financial impact which the policy had upon them. They lost a large slice of their recurrent income which had hitherto come from their overseas students. Income levels could only be maintained if overseas students continued to come to Britain in the same numbers as before and paid for their education at full cost. The result has been that, throughout the 1980s, overseas students have been actively recruited for financial reasons, especially by the universities.

There has also occurred a fundamental change in attitudes. Institutions can no longer afford to regard overseas students as guests who are fortunate to benefit from what British education has to offer. Nor can they assume that overseas students will continue to come to the UK in any numbers unless they try hard to attract them. Full-cost fees have changed the relationship fundamentally. Overseas students have come to be seen as paying customers, as clients with specific needs which have to be met if the institution is to be competitive. To varying degrees, therefore, recruitment activity has been paralleled by increased attention to both the academic and the pastoral or welfare requirements of the student.

Recruitment

In 1984, the Education Counselling Service (ECS) was established. This provides a promotional, information and student referral service for higher education institutions. It began operating in Malaysia, Hong Kong and Singapore and now includes Brunei, Korea, Cyprus and Japan. Among its other activities, this service organises high-profile education fairs and exhibitions overseas.

The aggressive marketing of the 1980s has helped to restore overseas student numbers in the university sector to pre-full-cost fees levels. As a result, universities have become increasingly financially dependent on overseas student fees. In 1987/88 they made up 7.7 per cent (£153 million) of general recurrent income in the sector as a whole, compared with 3.3 per cent (£35 million) in 1979/80. In some individual universities over 10 per cent of income now comes from overseas student fees. Forecasts shew that this income is expected to increase to more than 9 per cent by 1990/91.

Overseas student fees

Since Government is no longer responsible for overseas students' fees, and fee levels are a matter for the institutions themselves, many universities and polytechnics have begun to experiment with price levels which are directly related to their actual costs or to what their overseas student market will bear.

The Trust and others have for some time past been urging institutions and Government to adopt marginal rather than average cost as the basis for calculating overseas student fees. Some institutions may now be moving slowly in the direction of marginal costing as a basis for accounting. Others, however, confident of the popularity of their courses and of their ability to maintain market share, appear to be setting premium fees above the level of full average cost.

These developments probably signal the end of centrally co-ordinated fee levels. At present, the primary motive for such experimentation with fees would appear to be the desire to maximise revenue. But institutions may in future see fees as an instrument which can help them to realise wider social and academic objectives such as achieving a balance between home and overseas students, or an appropriate mix and distribution of overseas students by faculty or department.

Changes in academic provision

In order to maintain overseas student numbers or to develop new markets, many institutions have tailored their courses to the requirements of the students or their sponsors. In general the level of entrance to British institutions is the same for all candidates. However, increased flexibility is being shown not only in course content and structure, but also in entry requirements. During the course of the 1980s institutions have become more willing to look carefully and sympathetically at the equivalence of overseas qualifications. There has also been a growth in the number of "access courses" provided for overseas students whose qualifications are not of a sufficient standard to enable them to enter immediately on to their chosen course. Provision of English language and study skills courses has also become more widespread.

Academic Level

It is a general rule that all degrees obtained in the United Kingdom have required the student to achieve the same academic level. From year to year there may be variations between institutions, but there is no accepted pecking order of excellence or standard. A degree at whatever level from one university is not to be thought better or worse, higher or lower, than the same degree from any other university in the United Kingdom. It may well be more difficult in a given period to gain admission to university A than polytechnic B. But their graduate output will be on a level footing in purely academic terms.

Overseas students as teaching staff

The question of foreign students taking part in the educational process and who may indeed become members of the research staff of universities impinges most notably where the institution is undertaking contracts for industry and government, probably in the technical field. 50% of the research student population in the U.K. is from overseas. The foreign research assistant is thus a vital element in the research team which must deliver on its research contract. This is largely explained by British research students being in short supply. They can find better pay in industry than in universities. In any case, high quality graduates in the applied sciences are scarce in Britain today. Thus a premium is set on attracting good foreign students into graduate research work.

Employment after graduation

After finishing their course and graduating, foreign students are not permitted to take work in Britain. The laws of immigration and employment in the U.K. are sufficiently stringent to ensure that no-one, having ceased to be a student, may stay on in the country. Obviously there are exceptions, but this is the rule and it is firmly applied.

Student Services

Steps have been taken in recent years to improve provision for students social and welfare needs. The Overseas Student Office or the International Office will have this responsibility. In a number of places overseas student advisers have been appointed, and orientation programmes to welcome overseas students and to help them adjust are provided. There is a good case for the appointment of an adviser on overseas students, who is able to assist the specialist staff — e.g. accommodation, health, finance. It is important that the new overseas student is not made to feel that he or she is a 'problem' at the outset; rather that they are accepted as full members of the scholar community which they have joined.

The institution should have an integrated programme of student services inspired from the top. In this way an appropriate support system will develop, tailored to the special requirements of foreign students. A co-ordinated network will meet needs as they appear. An effective system, linking recruitment to after-sales service, will be able to forecast and prepare for needs before they become problems.

If a living network exists within the institution, then it is equally important that it should be matched country-wide. In this way institutions can be linked up and enabled to learn from each other. NAFSA in the United States is, of course, the role model in this regard. Here,

JAFSA and, in the United Kingdom, the U.K. Council for Overseas Student Affairs, both on a smaller scale, seek to fulfil a similar role.

UKCOSA and the British Council have produced lately a Code of Good Practice, which has been adopted by institutions. The Code incorporates both the broad principles of policy and specific areas of activity like marketing, information, admissions and support services.

Accommodation

Accommodation is a particular problem for overseas students, some institutions give priority to them in the allocation of hall of residence or other places. A recent survey (Overseas Students Trust, 1990) found that problems were especially acute for students living in London and for those with families.

Some of the conclusions of the Trust's survey will serve to illustrate some salient issues :-

— There is still room for improvement in communication between accommodation officers and recruiting and admissions staff.

— Advance information could be made more relevant and useful.

— Institutions appear to employ more staff to recruit overseas students than staff who specialise in their welfare.

— There is no firm evidence of a possible home student backlash in the UK against preferential treatment of overseas students in the allocation of institutional accommodation.

— The undesirable consequences of ghettoisation (especially for students spoken English) outweigh its advantages.

— Policies on discrimination are very much the "art of the possible". But the law must be upheld and accommodation officers are in a special position to promote interracial understanding.

— Home students are not all ready for the role of hosts.

— There is much to be learned from the Americans in the study of cultural awareness.

Full-Cost Fees: Costs and Benefits

The rationale for overseas students is now more clearly defined in terms of costs and benefits and Britain's national interest than it was ten years ago.

In the opinion of a Times Higher Education Supplement leader writer, before 1979 the justification for the overseas student presence had never been properly addressed except in "rather soggy and even sentimental" terms. (THES 4.4.86). It was full-cost fees which ensured that "the case for overseas students has had to be reconstructed from its foundations up":

> "The traditional arguments for overseas students were swept aside. They were exposed as an ineffectual defence not just in political but in intellectual terms too ... Since 1979 the supporters of overseas students have been forced to devise new kinds of arguments — tough-minded, sharp-edged and thoroughly modern ..."

As a contribution to the process of constructing the pragmatic, realistic case for overseas students, the Overseas Students Trust published "The Overseas Student Question" in 1981. What was now agreed to be a multi-faceted issue was analysed in depth for the first time. A central thesis of the study was that it was necessary to look beyond the financial aspects of the question. In addition to the costs, there were important British interests to be considered. The benefits which the Trust identified as being conferred by overseas students (and which were therefore threatened by full-cost fees) were educational, economic and political. There were also obligations and responsibilities, primarily to developing countries and to countries which were educationally dependent on Britain.

Economic benefits to Britain were of two main types — short-term benefits to the balance of payments from overseas students spending in the UK, and longer-term, frequently intangible, unquantifiable benefits to British trade. These latter, the argument ran, accrued because commercial decision-makers overseas were more likely to buy British if they had been educated in Britain and had therefore bad experience of British standards and of British goods and services. The political or cultural/diplomatic benefits were also lob-term and unquantifiable. Educating future political leaders was seen to be an aspect of Britain's foreign cultural policy which had direct diplomatic benefits in terms of helping to spread British influence overseas and foster goodwill towards this country.

Britain lacked a coherent policy on overseas students which went beyond the examination of the costs involved and which "identified, protected and promoted long-term British interests". There was a need to see overseas students as an "opportunity", as an "investment in Britain's future" rather than as a tiresome legacy or obligation from the imperial past. Although the overseas student question was multi-faceted, "involving education, foreign policy and aid, trade, finance and migration", overseas student policy was, the study concluded, "predominantly an aspect of international relations", an element in foreign policy "taken at its broadest".

Economic and educational benefits

The British national interest broadly conceived remains the basis of the rationale for the presence of overseas students in Britain. Government professes to welcome overseas students for a variety of reasons amongst which it includes "educational" as well as "developmental, political and commercial".

However, two benefits in particular have received relatively little attention in recent years. These are the immediate benefits which accrue in terms of the balance of payments from overseas students' spending in the UK, and the broad range of educational benefits which are derived from their presence in our educational institutions.

Education, it has been argued, is one of Britain's "top exporting industries". The *economic* benefits have been calculated to amount to about £1 billion a year in invisible earnings, if spending by overseas students in the private sector is included (Overseas Students Trust, 1987; British Invisible Exports Council, 1987). This amount is said to be as much as one-sixth of the income generated by the tourist industry in Britain. Thus there is a good case for spending more on promoting British education overseas. In 1988 the University of Reading received the Queen's Award for Export Achievement for, amongst other things, its success in attracting overseas students.

The formulation of a rationale in terms of *educational* benefits has proved more difficult. The Times Higher Education Supplement has long asserted that "there is an academic dimension to this question, alongside the aid, trade and diplomatic dimension, which is as truly in the

national interest" (THES, 4.4.86), but that the arguments in support of the educational benefits have "been allowed to atrophy". (THES, 10.7.87).

Government's attitude towards the educational benefits argument remains decidedly lukewarm, however. The institutions, too, have been slow to seize upon a case for overseas students which would appear to be of particular relevance to them. The result is that the case still rests primarily upon their contribution to Britain's external relations in terms of cultural diplomacy, trade and aid.

General subsidy or full fees and targeted scholarships?

Many of these objectives could undoubtedly be achieved by a system of subsidised tuition fees especially if that were backed up by a measure of scholarship support. Lower fees would certainly enable more overseas students to come to Britain but indiscriminate use of public funds on a fees subsidy is no longer a realistic option in the U.K. either politically or economically.

A general subsidy would be a waste of scarce resources as it would benefit rich students from rich countries as much as poor students from poor countries. On the other hand, scholarships not only help to attract more overseas students to the UK but also, properly targeted, help to attract individuals and categories of students (perhaps from certain countries) whose presence is felt to be necessary for the achievement of policy objectives. It is now widely agreed that, properly utilised, targeted schemes of support can provide a much more precise and effective instrument of policy than can a general fee subsidy.

The present situation, then, is an improvement on that which existed before full-cost fees and the Pym Package.

Gaps in the system

But a system of targeted support will be effective only as long as the right targets are hit, and hit in sufficient numbers. However, there are gaps and imbalances in the system, funding remains inadequate and policy-making continues to be fragmented and incoherent.

The small contributions made by the Departments of Trade and Industry and of Education and Science towards the system of overseas student support are examples of inadequate funding.

The Hands On Training Scheme set up by the Department of Trade and Industry in 1989 is certainly an advance on its previous refusal to contribute any new money whatsoever to overseas student support, but expenditure of just £250,000 a year, providing just 25 awards, is too little.

Likewise the DES could and should contribute substantially more to Britain's system of overseas student support. There is a strong case for the establishment of a scheme designed to enhance the benefits — "educational, social, human and international" — provided by "an adequate leavening of overseas students" at all levels of higher education, undergraduate as well as postgraduate (Overseas Students Trust, 1987).

It was for these reasons that the Overseas Students Trust in 1987 proposed the establishment of an Educational Purposes Awards Scheme. The Trust argues that the scheme would help institutions "to give priority to educational over financial criteria in determining individual admissions" and so "help to realise the full potential of overseas students as a national educational asset".

Summing-up

To sum up, what have been the effects of the changes in funding for overseas students, and the development of the "overseas student market", since the introduction of full-cost fees, the shift to targeted scholarships and the efforts of institutions to increase recruitment?

Clearly, there have been significant changes in recruitment strategies, the development of new courses geared specifically for the overseas market, and, perhaps most importantly, a change in attitudes towards overseas student policy in many institutions. Many of these changes are welcomed by those who believe strongly that higher education should have an international element and that there are significant educational, as well as financial, benefits from the presence of overseas students.

There is a danger, however, that overseas students will feel exploited, and fear that they are valued for the fee income they bring rather than their intellectual and academic contributions.

On the other hand there is evidence that overseas students may be treated better now than before the introduction of full-cost fees, because institutions are increasingly aware of their economic importance. There is also evidence of a change in attitude by overseas students themselves. The recent OST survey of overseas student housing needs and expectations stressed: "No longer do overseas students themselves think of their places at British universities or polytechnics as favours conferred: instead they talk in terms of value for money." (OST, 1990)

Many institutions are now trying to formulate a policy on what should be regarded as the appropriate balance between home and overseas students. Some polytechnics and universities are setting 5% as a target for the proportion of overseas students, while in several other universities a figure of 10% to 15% is thought to be "about right". Such questions are likely to generate further debate in the future. There is no right answer, but it is noteworthy that the introduction of full-cost fees, and the response of institutions to this change, have thrown the questions into sharper focus.

The Future

Finally, what of the future? Despite the fact that the market is becoming increasingly competitive, many institutions remain optimistic about their ability to maintain or even increase their recruitment of overseas students. Others fear that the market is becoming very volatile and are cautious about becoming too dependent on overseas fee income.

What is clear, however, is that the policy of full-cost fees has made everyone, including academic and administrative staff and students themselves, increasingly aware of the importance of the overseas student market.

Full-cost fees mean that the costs of the investment made by foreign students are now explicit. Increasing numbers of overseas students demonstrate that British higher education is still regarded as a sound investment, and it is vital that this should remain true.

ANNEX I

TRENDS IN THE ENROLMENT OF OVERSEAS STUDENTS SINCE 1979

The overall number of overseas students enrolled in British universities, polytechnics and colleges has changed significantly since 1979. Initially, and in marked contrast to the rapid expansion of the 1960s and 1970s, there occurred a sharp decline in enrolment. Between 1979 and 1983 numbers fell overall by 37% from 88,037 to 55,608. Since then, however, beginning with a small increase (just under 500) in 1984, numbers have risen each year, reaching a total of 72,500 in 1988. Overall numbers have therefore recovered to within 18% of the 1979 level.

Countries of origin

The most striking feature is the universality of the downward trend from 1979 until about 1982 and, since then, the divergence between the wealthier industrialised countries — members of the Organisation for Economic Co-operation and Development (OECD) and the European Community (EC) — and the generality of developing countries including those of the Commonwealth. Between 1979 and 1984, the number of students from the developing world fell by over 30,000, thus continuing and accelerating a trend which had already become apparent during the 1970s. The number of students from the Commonwealth fell by over 18,000 between 1979 and 1984. Enrolment from both of these groups has since stabilised and, indeed, increased slightly but, in both cases, numbers in 1988 were still less than two-thirds of the 1979 level. Enrolment of students from OECD countries and from the European Community was, by contrast, significantly higher in 1988 than in 1979. In the case of EC members there were more than twice as many students in 1988 as in 1979. Whereas nearly a quarter (23.1%) of Britain's overseas students came from the European Community in 1988, compared with only 8.6% in 1979, the Commonwealth percentage fell from 52.1 to 41.7 over the same period.

ANNEX II

British Government-funded award schemes 1989/90

(estimates)

Scheme	Date Established	Funding Department	Budget (£ m)	1989/90 Students/ trainees
British Council Fellowships	1937*	British Council	4.70	1,750
Fulbright Scholarships	1948	DES	0.30	44
CBI Scholarships	1950	DTI	0.22	84
Marshall Scholarships	1953	FCO	0.87	70
CSFP	1959	FCO/ODA	10.96	970
TCTP	1960*	ODA	81.00	13,000
ORSAS	1980	DES	6.20	1,900
FCOSAS	1983	FCO/ODA	13.62**	2,310
Country/Territory Support Schemes	1983	FCO/ODA	3.79	2,700
ODASSS	1986	ODA	1.68	250
Nassau Fellowships	1986	ODA	0.65	120
British Undergraduate Fellowships	1987	ODA	2.00	150
Sino-British Friendship Scheme	1987	ODA	0.70	620
Hands on Training Scheme	1989	DTI	0.25	25
TOTAL			126.94	23,993

Source: Interdepartmental Group: *Internal Review of the British Government... Award Scheme*, 1985;
Overseas Development Administration: *Into the Nineties: an Education Policy for British Aid*, 1990

Notes:

* The British Council Fellowships and Senior Fellowships were introduced in 1985 to succeed the former British Council Scholarships Scheme introduced in 1937;
* The TCTP grew out of a programme of development assistance established after 1945 and has largely been in its present form since 1960.
** Of the £ 13.62m spent on the FCOSAS, £ 5.8m was expenditure on the ODA vote.

Abbreviations used in text:

CSFP: Commonwealth Scholarship and Fellowship Plan
TCTP: Technical Co-Operation Training Progamme
ORSAS: Overseas Research Students Awards Scheme
FCOSAS: Foreign and Commonwealth Office Scholarships and Awards Scheme
ODASSS: Overseas Development Administration Shared Scholarship Scheme

ANNEX III

Great Britain

Students from abroad from top fifty countries in 1988

	University				Polys & Colleges				Total Higher Education				Further Education		Grand Total	
	Post-graduate		First/ Sub-degree		Post-graduate		First/ Sub-degree		Post-graduate		First/ Sub-degree					
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women		Rank
EC	2258	1320	2721	2443	296	181	2278	1788	2554	1481	4999	4231	825	890	14980	.
Commonwealth	5445	2081	7678	4272	424	157	4676	2262	5869	2238	12354	6534	1626	915	29536	.
Other foreign	9172	2786	4072	3177	495	180	2082	1170	9667	2966	6154	4347	1650	821	25605	.
Total*	16867	6185	14412	9851	1213	497	8983	5191	18080	6682	23395	15042	4095	2621	69915	.
of which																
Hong Kong	644	314	2545	1122	70	36	1062	482	714	350	3607	1604	501	330	7106	1
Malaysia	650	229	1756	1196	76	22	1259	781	726	251	3015	1977	124	88	6181	2
United States	761	591	1271	1705	22	28	215	491	783	619	1486	2196	41	56	5181	3
Germany, Federal Republic of	328	153	796	800	42	26	440	431	370	179	1236	1231	65	107	3188	4
Greece	879	437	464	160	74	21	401	116	953	458	865	276	179	86	2817	5
France	210	173	327	464	56	50	452	480	266	223	779	944	156	226	2594	6
Singapore	250	147	952	449	9	6	75	69	259	153	1027	518	20	15	1992	7
Irish Republic	185	128	281	184	37	31	555	369	222	159	836	553	90	60	1920	8
Cyprus	108	55	541	305	11	2	237	134	119	57	778	439	90	61	1544	9
China (People's Republic of)	996	258	19	11	39	11	36	22	1035	269	55	33	63	50	1505	10
Norway	101	61	780	365	5	5	54	84	106	66	834	449	10	19	1484	11
Nigeria	497	138	123	114	39	5	152	100	536	143	275	214	96	46	1310	12
Kenya	353	77	274	162	27	13	177	92	380	90	451	254	75	33	1283	13
Spain	171	141	160	154	29	12	148	128	200	153	308	282	121	199	1263	14
Pakistan	711	75	110	26	22	3	132	6	733	78	242	32	121	19	1225	15
Iran	534	42	121	51	39	5	128	53	573	47	249	104	73	36	1082	16
India	423	137	119	73	30	6	134	33	453	143	253	106	97	23	1075	17
Japan	229	136	100	210	12	15	19	96	241	151	119	306	57	142	1026	18
Canada	382	272	137	119	18	12	27	26	400	284	164	145	12	8	1013	19
Iraq	656	17	67	11	48	3	83	10	704	20	150	21	17	6	918	20
Italy	159	81	179	165	13	7	71	84	172	88	250	249	69	77	905	21
Brunei	49	28	107	123	5	4	338	124	54	32	445	247	62	25	865	22
Brazil	407	230	16	13	25	15	15	4	432	245	31	17	9	9	743	23
Zambia	205	51	143	44	25	2	143	37	230	53	286	81	38	14	702	24
Oman	34	6	171	32	3	0	232	29	37	6	403	61	169	8	684	25
Turkey	263	107	25	20	21	5	33	11	284	112	58	31	158	39	682	26
Saudi Arabia	432	49	42	15	9	0	34	2	441	49	76	17	52	3	638	27
Netherlands	85	65	134	159	14	6	49	81	99	71	183	220	28	31	632	28
Indonesia	308	73	44	25	22	3	130	9	330	76	174	34	7	4	625	29
South Africa	169	105	63	30	18	8	71	36	187	113	134	66	73	46	619	30
Sri Lanka	187	80	88	41	10	3	142	15	197	83	230	56	40	13	619	30
Belgium	66	30	184	168	11	2	37	26	77	32	221	194	24	37	585	32
Algeria	456	53	26	2	16	3	11	2	472	56	37	4	5	1	575	33
Jordan	193	40	123	29	8	2	40	2	201	42	163	31	66	9	512	34
Malawi	149	37	100	22	11	1	93	13	160	38	193	35	19	5	450	35
Australia	210	94	27	31	14	4	20	25	224	98	47	56	9	7	441	36
Tanzania	180	44	32	18	11	2	74	24	191	46	106	42	43	12	440	37
Sudan	230	30	35	11	12	2	44	3	242	32	79	14	53	9	429	38
Cameroon	131	45	158	35	9	3	19	21	140	48	177	56	3	2	426	39
Israel	83	28	139	36	12	4	65	17	95	32	204	53	32	9	425	40
Zimbabwe	98	37	57	28	8	3	86	22	106	40	143	50	67	16	422	41
Portugal	100	73	48	35	13	2	39	16	113	75	87	51	58	16	400	42
Botswana	79	36	65	14	3	3	86	40	82	39	151	54	49	19	394	43
Bangladesh	215	28	17	8	11	1	41	7	226	29	58	15	51	10	389	44
Uganda	156	42	29	15	7	9	32	13	163	51	61	28	32	51	386	45
Thailand	76	70	46	19	4	10	32	24	80	80	78	43	46	49	376	46
Korea	243	29	34	6	15	4	13	12	258	33	47	18	11	8	375	47
Libya	124	10	42	0	15	0	144	1	139	10	186	1	30	0	366	48
Kuwait	117	47	62	17	2	0	38	5	119	47	100	22	70	3	361	49
Mauritius	25	3	112	80	5	1	58	36	30	4	170	116	16	13	349	50

* Figures do not sum to the total due to Gibraltar being in both EC and Commonwealth.

UNITED STATES OF AMERICA

The Policy and Practice of Accepting Foreign Students in the United States of America

John F. REICHARD
Executive Vice President NAFSA

About one third of the million persons who study in other countries today do so in the United States. The 366,354 students from abroad who were enrolled in 2600 American colleges and universities in 1988–89 — together with the estimated 150,000 American students studying in other countries — make up about half the foreign students in the world. While these exchanges, foreign and American, represent little more than four per cent of students engaged in U.S. higher education, they are nevertheless very significant in any international perspective.

This extensive involvement in international educational exchange does not reflect, however, a concerted national policy to exchange students, such as former Prime Minister Nakasone's "100,000 foreign students by 2000" goal. Rather the foreign students in the United States in 1990 represent an aggregate of scholarly, political, economic, social and cultural interests pursued by academic institutions, private sector organizations, government programs, individual Americans, and, perhaps most importantly, the foreign students themselves.

At times these varied interests reflect fundamental conflict' in exchange objectives when, for instance, exchange visitors in the sciences are required, because of foreign policy agreements between governments, to leave the country for two years upon earning doctorates at the same time that U.S. universities wish to employ them in faculty positions because of the declining number of Americans earning doctorates in science fields.

Lacking both a national ministry of education and a tradition of federal involvement in setting educational policy, one must examine other influences in determining why there has been since 1945 such a heavy flow of foreign students to the United States. There are a set of factors: the exceptional scope and diversity of U.S. higher education; the success and thus the attraction in this century of American science, technology and business — fields in which 50 per cent of foreign students in the U.S. study; the federal Fulbright program, which has lent national symbolism and purpose to the process of exchange: political idealism fostering international understanding and a peaceful world; the extensive American post-World War II involvement in international development in the Third World; the long tradition of American university involvement abroad (e.g. Yale in China, American University in Beirut); the Peace Corps of the 1960s which brought thousands of American college students in touch with young people in newly independent countries; the steady development of campus infrastructures to admit and assist foreign students; and possibly above all the general openness of U.S. higher education institutions in admitting foreign students. The annual census of foreign students is aptly titled *Open Doors.*[1]

How have Americans who encourage and carry responsibilities for academic exchanges spoken of their purposes? In the 50s and 60s, their statements tended to reflect the scholarly and humanitarian idealism of Senator J. William Fulbright and his legislation. Young intellectuals

[1]Institute of International Education. 1990. *Open Doors 1988/89: Report on International Educational Exchange.* New York.

and professionals, the future leaders of nations, needed to understand one another so that cooperative frameworks for peace and the exchange of knowledge could be developed. Humanitarian instincts were also strong. Defeated nations needed to be assisted in rebuilding and in democratizing their societies. Newly independent nations needed support in development. John F. Kennedy's Peace Corps reflected a "better world" dimension within the exchange process.

By the 70s and 80s, however, the proponents of American academic exchanges with other nations increasingly were making reference to the Cold War and competition with the communist nations. It was frequently pointed out that the USSR was funding more students from Africa and Latin America to study in the Soviet Union than the U.S. was supporting to come to the U.S..

In the late 80s and early 90s, international exchange policy statements are more likely to emphasize the need for Americans to understand the world, to become more expert in foreign languages and cultures through the presence of foreign students (and expanded U.S. study abroad); to view exchanges as part of international cooperation in addressing global issues (some idealism remains); and to benefit economically from the presence of foreign students and the connections that they might provide (upon returning home) through long-term business relationships. These various emphases are not always harmonious one with the other. One serious scholar of foreign student flows, Alice Chandler, President of the State University of New York at New Paltz, has noted a general shift in the tone of exchange rhetoric in almost all the major host countries from scholarly and humanitarian emphases to new economic and political objectives.[2] While the export of ideas remains important, the importance of dollars is clearly receiving increased attention. Chandler has noted the rapid development in the organized recruitment of foreign students, especially by the major English-speaking host countries. The foreign student "business" in the 1990s has produced a set of problems for international educators, having to do chiefly with the quality of some educational experiences being lowered through recruitment programs that pay little attention to educational standards. While all of the above influences have been important to some degree, the overriding motivation in the growth of international educational exchange in America for some decades has remained the search by the individual student for educational opportunity abroad that he/she cannot find at home.

Aspects in the Admission of Foreign Students to U.S. Colleges and Universities

The admission of foreign students by American colleges and universities is a complex process, requiring admissions officers to have access to knowledge and training in foreign educational systems — so that they can assess equivalences in the applicant's educational preparation — as well as skills in evaluating the applicant's test scores in English language, various subject matter and academic aptitudes.[3] The majority of these tests are conducted worldwide through the Educational Testing Service. The results of these assessments are studied to determine at

[2]Chandler, A. 1989. *Obligation or Opportunity: Foreign Student Policy in Six Major Receiving Countries.* New York: Institute of International Education.

[3]Academic institutions determine their English language requirements, but generally a minimal 500 score on the Test of English as a Foreign Language (TOEFL) is necessary. Some universities require a 550 score, a few 600. Institutions sometimes admit students with inadequate scores, but require that they take further intensive English instruction in residence before regular course work can commence, or include intensive English as a companion to a regular program.

what level students are to be placed as undergraduates or graduates, and toward what degree objective.

The U.S. higher educational system is huge, not uniform, and extremely varied in quality and cost. There are appropriate, accredited academic programs for almost every prospective student, whatever academic credentials he or she might present. However, there are often problems for some students wishing to come to the United States in identifying institutions appropriate to their credentials and level of competitiveness. Further, some American colleges and universities have made insufficient provision of admissions expertise in their staffing, which can result in flawed admission decisions, i.e., unqualified students being admitted or placed at incorrect levels.

An extensive American interorganizational process produces literature on foreign educational systems as well as consulting services to assist American colleges and universities in evaluating foreign educational credentials and determining placement levels. Nevertheless, to assure the desired mobility of foreign students there remain vast information needs, especially for large educational systems such as that of the United States which is open to students from almost every country. There is almost everywhere in the world insufficient literature in libraries on study in other countries. There are insufficient advisers overseas, although the U.S. government maintains very strong advising centers in many countries, including Japan. Further, there is insufficient international recognition of degrees and insufficient agreement on academic credit transfer from country to country. Indeed there is considerable disagreement about educational equivalences between some countries. Increased bilateral and multilateral discussions and agreements are thus needed to assure mobility in student exchange which is informed and effective. One encouraging prospect for exchanges is the current development of computer databases on educational systems which will ultimately provide information worldwide to facilitate admissions decisions. The Trans Regional Academic Mobility and Credential Evaluation Project (TRACE) in Paris and the Knowledge Base in the U.S. being designed by NAFSA with the support of the U.S. Department of Education will help to inform the process of inquiry of foreign students and decision-making by academic institutions.

The Foreign Student Infrastructure on Campus

The emergence of administrative infrastructures reflecting exchange expertise — and ultimately constituting a profession of international educators — to assist the flow of foreign students into American colleges and universities began in the late 1940s with the founding of the National Association of Foreign Student Advisers (which became in 1964 The National Association for Foreign Student Affairs and in 1990, NAFSA: Association of International Educators). The Fulbright-Hays federal legislation in 1961 (consolidating the Smith Mundt Act of 1948) recognized the need for counseling and language training for foreign students. This authority soon led to federal grants to NAFSA to begin the professional development of foreign student advisers.

It has been a long struggle — one continuing today in the U.S. — to define the nature of expertise required to admit, advise academically and personally, teach and generally support foreign students and to determine how best to train staff in using such expertise. This challenge is an important part of the mission of NAFSA, whose Principles for International Educational Exchange state in a subsection on Academic Institutions that "Special services required by involvement in international educational exchange should be performed by personnel who are trained for their particular responsibilities, and institutional policy should ensure that faculty

and administrative staff receive appropriate training for the activities they manage."

Neither the federal nor state governments set requirements for international education personnel, and it was thus decades before many institutions recognized and supported the special staff needs for international exchange expertise.

Foreign student advisers, although generally the staff central to the services to foreign students, are now only part of the system of international educators on most campuses. There are international admissions officers, trained to evaluate foreign credentials and to make placement recommendations; teachers and administrators of English as a second language; international program directors (often dealing with training in agriculture, public health, public administration); and community services personnel concerned with enrichment activities off campus, with programs and special needs of spouses and children, with housing problems and especially with providing hospitality with American families.

If this diverse group is beginning to constitute a profession, how have these international educators prepared to enter this new profession? A recent survey of NAFSA's 6,200 members, with nearly 50 per cent responding, described who they were:

- 70 per cent have degrees beyond the bachelor's;
- 22 per cent have earned doctorates;
- the fields of academic study vary: 27 per cent in education; 21 per cent in the social sciences, including especially, international affairs; and 18 per cent in the humanities and arts;
- 44 per cent are or are planning to undertake further academic study;
- nearly 100 per cent have spent time outside the United States (40 per cent for from two to ten years);
- 41 per cent have studied outside the United States;
- 34 per cent have worked for the U.S. Government abroad;
- 31 per cent have taught in foreign universities;
- 10 per cent have been Fulbright scholars;
- 7 per cent have served in the Peace Corps.

Thus, the academic preparation of those in the international education profession has been varied, but important international experience has been common to almost all. Some have actually trained through the degree programs of the few special schools offering international education curricula: the Experiment in International Living's School for International Training and Lesley College in Massachusetts, which provides a master's program in international education administration.

It has thus fallen chiefly to NAFSA with the support of colleague organizations, such as the American Association of College Registrars and Academic Officers, the College Board, the Institute of International Education and the Council on International Educational Exchange to develop workshops, seminars, training manuals, special information services, consultative activities, in-service training, and regional and national conferences in which international educators

earn their "union cards". NAFSA is now considering whether the association should certify the international education specialists as a way to strengthen the professional performance of international education personnel on campus.

What special kinds of expertise are involved in NAFSA's professional training?

- A major activity for international officers on U.S. campuses involves the administrative requirements related to U.S. federal regulations-granting of visas, extensions of visas, work permission, practical training, temporary departure from country, and various petitions to remain in country to teach or work beyond graduation. All of these aspects of immigration law and regulation are dealt with in NAFSA's biennially published *Adviser's Manual on Federal Regulations Affecting Foreign Students*. There is also a monthly *Governmental Affairs Bulletin* which updates regulatory information and developments. Almost 3000 NAFSAns participate annually in one or more workshops in metropolitan, regional and national gatherings on federal regulation of non-immigrant students. Many NAFSAns are now also able to receive electronic mail updates with respect to immigration activities through BITNET/NAFSANET.

- Intercultural communication skills are viewed as essential for all professionals who work in education as advisers and counselors to students from other countries. It is felt that faculty who deal regularly with students from other countries should also receive some background and literature on communicating across cultures. NAFSA regularly provides grants for its members to participate in the intercultural training programs of the Intercultural Communication Institute in Oregon and the University of Minnesota.

- Skill in orienting foreign students to the American campus and community does not require technical expertise in federal regulatory matters nor intercultural knowledge, but campus administrators need to be able to provide continuing orientation to the American scene and culture.

- Knowledge of foreign educational systems for both receiving (foreign students) administrators and sending (American students) administrators is increasingly important. Workshops, manuals and credentials evaluation services are essential to assure systems knowledge is used in advising all students involved in educational exchange.

- Many university administrators must deal with foreign students' personal needs: health care and health insurance; family problems and crisis (e.g., response to a special illness or death at home, political change in the student's country); housing; international club activity; opportunities to experience America beyond the campus; on and off campus employment; financial aid.

- It is necessary, perhaps above all, for the foreign student adviser, the teacher of English as a Second Language, etc. to know her/his own institution, especially its academic programs and requirements.

No one has prescribed a generally accepted formula for assigning foreign student personnel according to the number of foreign students on campus. The nature and degree of expertise needed depend on whether students are undergraduate or graduate, as well as upon other factors. Generally, it is recommended that there should be one counselor for every 250–300 foreign students, with appropriate administrative/secretarial support.

While American institutions were a long time in providing the adequate support services needed to assure effective international educational exchange, and there. remain situations where foreign students do not get the educational and personal attention they need, foreign students generally are not left alone in America. Some foreign students in large universities or in large American cities do get lost, but generally students are welcomed, oriented, counseled, supported, organized and befriended by the various systems and services described above. Cultural limitations and differences sometimes limit the acceptance by foreign students of offered services and friendship.

The Foreign Student as Teaching/Research Assistant

Approximately 45 per cent of foreign students in the United States are seeking graduate degrees. Among these, teaching and research assistants currently number about 100,000. As the percentage of TAs and RAs in the sciences, engineering and other technical fields has increased especially in large state universities — in some fields foreign doctoral candidates actually outnumber Americans — serious cultural tensions have developed between many American students and foreign TAs, chiefly over language communication and comprehension. American students complain that they cannot understand their foreign student teachers or that these teaching assistants do not understand how American classroom instruction should proceed. The issue has grown to such a heat in certain states that legislatures have become involved, enacting laws stating no one may teach in a public institution without passing special English tests. NAFSA has established an Institute at the University of Wyoming to prepare U.S. graduate faculty in training TAs in spoken English and also given numerous grants to establish training programs for TAs in many other institutions. The Council of Graduate Schools and the American Association for Higher Education have organized two national conferences on the issues of TAs and invited NAFSA to co-sponsor their efforts.

There has been a long tradition of foreign faculty immigrating to American universities, especially world class scholars to world class institutions such as Harvard and the University of California — Berkeley. They have enriched American scholarship and research. In the past decade, many foreign doctoral students have become prospective immigrants to the U.S., especially in science and technology where decreasing numbers of Americans now seek advanced degrees. While as many international education policy analysts decry this brain drain, university leaders regularly seek to circumvent legal barriers to hiring foreign student graduates as faculty. This migration has ironically generated controversy among some in the U.S. who believe foreign students are receiving funding and academic tenure at the expense of American minorities who are underrepresented in the American professorate.

The Costs and Benefits of Foreign Students

The "full cost for full benefits" issue has been only an occasional issue in the U.S., never with any serious impact. For one thing foreign students in public/state institutions (nearly two-thirds) already pay "out of state" tuition which is significantly higher than state residents pay. In most private institutions, tuition is already so high that charging any category of students more than any other would not be justifiable. Several states have attempted unsuccessfully to charge "full costs" — Florida, where the governor vetoed the measure and then proposed his own exchange scholarships for Latin American students, and Massachusetts, where the Attorney General declared the legislation unconstitutional.

The U.S. Department of Commerce recently reported that foreign students now bring 4 billion dollars into the country annually. Most universities believe that foreign students also bring with them educational riches, enriching the educational experience of American students. Thus it is unlikely, as U.S. student enrollments decline in the 90s, that the full cost issue will be raised seriously.

The Doors Remain Open

Entrance into postsecondary degree programs in the United States' has almost nothing to do with nationality or field, with one major exception: medicine. It is very difficult for a non-American to get into an American medical school. In all almost all other fields, entrance is possible, but often a matter of some competitiveness. Even with international competitiveness in certain world class institutions — e.g. MIT, Stanford — foreign graduate students often win places over American applicants. Some universities have limited the number of foreign students in undergraduate engineering (but not in graduate engineering which has a shortage of American entrants). Americans often wish more foreign students would seek degrees in the arts (e.g. American studies) and social sciences, but the foreign student population remains heavily concentrated in the sciences, engineering, computer science and business.

Thus, while the percentage of foreign students in U.S. colleges and universities is small, their absolute numbers are significant in international student mobility. The United States remains very open and very supportive of the special needs of foreign students. While there are foreign student problems, American higher education institutions have increasingly sought to address them.

PANEL DISCUSSION IN THE 1ST SESSION

PROFESSOR SERITA AND PROFESSOR HAMADA AS MODERATORS FOR SESSION

(MODERATOR: SERITA) We have had presentations from four countries so far. Each country has each specific system that it is adopting in forms different from other countries, and we have been told about the history of their acceptance of foreign students in the past and the differences in policies.

Taking there situations into consideration, it is our intention in the 1st session to discuss how the foreign students policy should be in the presence of relevant problems. But first of all, we have some questions regarding facts. So,before going into the discussions, perhaps we should clear those things first, and clear the facts first.

We would like to take up the questions according to the order of the presentations. So, first of all, to Mr. Prevos from France, there are questions from three people: Ms. Shin from Nagoya University:

QUESTION: (1) What kind of an organization is CROUS? (2) Who are the members? (3) Who takes care of the administration of CROUS? (4) How many staff dose it have? So some facts about that organization. If you could give us those numbers, please, Mr. Prevos.

So, that's the first question to Mr. Prevos. And the same to Mr. Prevos also from Mr. Horikawa of Osaka University:

QUESTION: The tuition of 450 francs per year you mentioned. how is it in private universities?

From Mr. Isono of Kobe University, another question to Mr. Prevos.

QUESTION: The tradition of "open access" is very commendable, but what is the general attitude of the French Government, or CNOUS? What is the general attitude there regarding the acceptance of foreign students?

Oh, we have one more question.

QUESTION: After graduation, if the foreign student wishes to remain in France, what is the probability finding jobs in France? Or,

QUESTION: Are there any regulations concerning the job taking in France? This is a question from Mr. Morimoto of Kyoto University Education.

(PREVOS) I thank you for the questions. The first one about the organization of Centre National des Oeuvres Universitaires et Scolaires snd Centre Regionaux des Oeuvres Universitaires et Scolaires. It's an organization, what we call in French "Etablissement Publique." I really don't know the translation in English. I'm sorry, do you know Mr. KENYON? "Etablissement Publique." is an association by public law, yes. and that the Ministry of Education.. And this organization is in charge of the life of students, French and foreign students, except in the pedagogic field. We have the same in Germany with the Studentenwerke. It's exactly the same situation.

So, Centre National, National Centre for Students is the head office of the regional centres for students. We have 28 regional centres. And as we are in France, there is a very pyramidal system, and at the summit we have the national centre. Do you understand that? National Centre, Regional Centres – 28.

They have to manage with the life, the daily life of the students. I mean accommodations: "Residences Universitaire." "Youth hostels --- I don't know, "Students Hotels." "Restaurants Universitaires." restaurants. Social Care; Health Care; Scholarships for French students. And also we are in charge of foreign students, to give them scholarships, to give them housing, and so on. We are also in charge of research about the daily life of students; and we are also in charge of, for instance, traveling expenses for students, and so on. I certainly forgot many ones.

We, the staff of the Centre National, are made up of 2,500 administrative people- civil servants, and 11,000 workers, who work in hostels for students, restaurants and so on. We have a staff of about 14,000 people in all parts of France. Is it clear, I bet? So we are in charge of all the life of the students, except in the university in the pedagogic field.

Second question was about tuition: Of course when I speak of 450 Francs per year, I speak of the state-owned universities. But all the universities are state-owned. We have no private universities. We have private schools, higher schools for higher education. For instance, the Hautes Etudes Commercials. Higher school for commerce. Those schools are very few in number, I mean there are about 20, and with only a few students. Of course for those schools, the tuition is free. For them, they are free to charge what they want to charge. They have just to find parents to pay for their children.

So, when we speak of universities in France, of course we speak of a state- owned system, and it's not like in Japan, you see. All our universities are state-owned, except some schools.

Another question for acceptance of foreign students. They don't want to leave France --- I think this is a very important question because we face this problem very often. You know, for students who come from developing countries, it's very hard to go back to their countries because of money. It's very easy to understand. So we have no special thing to do, except for making special programs, exchange programs between the French Government and another government, I mean the government of Cameroun. We say in the Convention that "students from Cameroun, can stay in France for 3 to 4 years but at the end of this period they must go back to Cameroun. This is the idea, but of course in fact if they don't want to go back. We can't put them on a plane and say "please go." We can't do that. We don't do that. Now that we have a shortage of work in France, I think it's better for them to go out. But I want to explain to you a special case we are facing now. It's a shortage of teachers in schools, secondary schools. We don't find French students to teach in our secondary schools, especially in mathematics and physics, because when you do mathematics and physics in France, you go to the private sector, you don't become a teacher generally.

So we are very pleased sometimes to find those students from Morocco, from Algeria, from Tunisia who speak good French, and who are very well educated people, because they were educated in France, of course. And so we are pleased that they can stay in France and become teachers, for instance. But you see the problem. The problem is in the future. The problem is also bad for Morocco and Algeria because when we form good teachers, they don't go back to their country.

This is a very important question, and I think we need one or two hours if you want to explain it, because I think it's a question which concerns every one of us, every one of us. I forgot the third question. Do you remember the third question? You don't remember the third one? OK, everybody forgot, it's ok.

(MODERATOR: SERITA) Probably it was concerning employment-job opportunities. I'm sorry that I was rather disorganized. And now could we move on to the next question towards Mr. Reiser from Germany? Regarding judgment/assessment of the foreign students and academic capability, I would like to ask for some elaboration on this issue. Ms. Morimoto from Kyoto University of Education has raised this question.

QUESTION: We hear that foreign students who have come to a university in Germany, if there is a linguistic education in the facility, should be subject to the retesting of linguistic capability. But how are you organizing those tests in reality? Particularly, you have currently the assessment of linguistic capability at the enrollment time. How do you test, evaluate the linguistic capability on that occasion? You have undergraduate and post-graduate schools. Is there any difference in the method you take for the evaluation of linguistic skill between different categories of the student?

A similar question is also given. It is directed to the U.K., Germany, France and other nations. "Employment Opportunity for Overseas Students after having completed their courses." But the first question is on the linguistic skill and assessment.

(REISER) The first question was concerned with the assessment of the linguistic skill. It's completely up to the foreign student where and how long he is going to learn German. There is no requirement, and there is no prescription that he must learn German at home, or that he must learn German for six months or eight months.

We do have a uniform German test at the beginning of the university course. This is one of the few things which are uniform at German universities. Every student, whether he is going to be admitted for a normal undergraduate course, or whether he is going to be admitted to a post-graduate or Ph.D course, he must stand this language examination. This language examination is rather difficult. He sits there, and this is a uniform examination all German universities have agreed to test, to have a written test, a uniform written test, and an oral test.

The students who have passed this test can immediately start with the course work. Students who have completely missed the test must repeat it six months later or twelve months later. And then there are some students who get admission under condition that they undergo some German courses, while already having begun with the university, with the degree course.

So I could answer this question for the linguistic skill, there exists a very difficult test at the beginning of every course, and there is no difference in this test between undergraduate course work or graduate course work.

I could say --- I could contribute towards the question of linguistic skills assessment.

And the second question was with undergraduate and post-graduate linguistic skills, I have answered already. I do not know whether there was another question connected with this? No.

(MODERATOR: SERITA) Now, to Mr. Reiser, another question from Ms. Shin: What kind of people is engaged in the work of assisting foreign students? And how long do people work for the same section in the organization helping foreign students. Is there any special training for such people?

(REISER) This question was concerned with foreign students advisers in the German universities.

All German universities do have foreign students services. In the Foreign Students Services there are advisers for students who have mainly been trained in the similar way as Mr. Reichard has described it in the American system. The American system is highly sophisticated, and it is a system with a national body looking after the foreign students, advising.

We do not have such a national body for students advising. But all universities have professionals --- all universities with a considerable number of foreign students do have professionals who look after the foreign students in guiding them into the general idea of the university; into the general structure of the university; in introducing them into the general structure of courses; in guiding them and advising them. It is an advisory service. Every advice which is concerned with the subject: physics, chemistry, or engineering courses, is done in the concerned department.

But general advice in social affairs, in social things, in the general structure of the course work, in social securities questions, in housing questions, and so on, this is done by special advisers of the German universities.

We do have in the universities, like in the University of Achen(phonetic), which is the Technical University of Berlin, the big universities, there are a great number of foreign students. They do have foreign students services with ten or twelve professionals who work in this field, and who do nothing but advising foreign students when they have once arrived in Germany, and throughout their course work.

(MODERATOR: SERITA) Thank you very much. Now we would like to move on to the questions to Mr. Kenyon of the United Kingdom.

From Mr. Isono of Kobe University. The invisible earnings gained by the U.K. people, or the invisible benefits. You have mentioned this.

QUESTION: Do they recognize this clearly in their minds? Are they very much aware of these invisible benefits that they gain through acceptance of foreign students?

(KENYON) Thank you. "They", I presume means the government or the people. And I would say that the fact that the figure is now known and has been brought to the attention of the government. In fact, I have to say through my own agency, publishing a survey and a piece of research done on this about four years ago, so that it has widely become known as the billion pound industry. And it has been a phrase we've bandied about and it's being now used in the mouth of no less a person than the Director General of the British Council.

But in a book that I've got with me, we have an appendix which works out fairly conclusively that a billion pounds was about the sum of money that was net gain to Britain's invisible earnings in the year 1986. That figure is probably now out of date.

Whether the government takes full cognizance of it, we can all leave to doubt. They in fact could, with advantage, invest more money in promoting education if they recognized the fact that the return was as large as that.

But I'm not sure whether that answers the question, because I wasn't quite sure who "they" were who recognize it.

(MODERATOR: SERITA) We should like to follow the present procedure for the time being, and we want to pose a question to the American representative.

To Mr. Reichard there are questions.

QUESTION: When you accept foreign students, do you have any criterion to establish any quota? How do you decide the actual number of acceptances. Mr. Gregory has raised that question.

And the second question:

QUESTION: Birth rate and acceptance policy. Is there any relationship between birth rate and acceptance of foreign students from abroad? In other words, there is a decline in students inside your nation, which might be compensated with the increase in flow of the foreign students coming to the United States. Is this possible? In Japan we have got a reduction of the younger generation people as well. And in the light of that, we have raised that question.

Those two questions. Could you please answer them?

(REICHARD) I believe the first question was "are there any quotas on foreign students?" I think the answer is that each institution makes its own decisions. Each college and university makes its own decisions on acceptance.

The word "quota" is a very unpopular phrase in the United States, and rarely would an institution admit that it has a quota of any kind, for men or women, or for certain fields. Generally it is understood that there are no quotas in terms of specific number of foreign students, although most institutions do say that they would like to have a variety of students from a variety of countries. How they achieve that is not always clear.

In a few fields of study, engineering for one, the number of foreign students applying for undergraduate degrees in engineering in recent years has been so great that some institutions have said that they had to establish a quota. In one institution in the Midwest, I think the quota for foreign students was no more than 25 per cent of the entering freshman class.

If there are quotas in other institutions, I'm not aware of them. In fact most institutions tend to seek more foreign students than they have.

I think the second question may be related to what I've just said. Is there any relationship between the birth rate and changing demographics and institutional attitudes and efforts to have foreign students?

I think that for many institutions the notion of having foreign students as a replacement for declining Ameri-

can undergraduates --- and graduate students in certain fields --- is very important and is much discussed.

Actually we have been hearing for years that the American higher education admissions would decline. And it was supposed to be three or four years ago, and it hasn't happened yet, except that this year they've seen a very small decline. And there's much discussion of non-traditional students. The American college and university population seems to be getting older. People seem to be returning to school to take advanced degrees in their thirties and forties; some in their sixties and seventies, and it's a very noticeable trend. Many students work for a few years before they go to college to save money. But it is certainly true, and this may be an unfortunate fact in terms of exchange relations, that a number of private American institutions that are not distinguished in terms of their academic scholarship, seem to be the first institutions to be affected by declining numbers of students, and it is many of those institutions --- one would say the lesser institutions --- who are out abroad recruiting students. It is very rare for mainline distinguished institutions to recruit students, except for very special purposes. Thank you.

(MODERATOR: SERITA) Thank you very much for your answer.

To all the panelists, I would like to raise this question. There are many foreign students coming from developing nations, and those students from developing nations are living in white societies. In this context, they might be exposed to some discrimination against them. Is there any case in which they are exposed to racial discrimination in the western nations? I would like to invite answers from all the panelists.

(KENYON) I speak with some diffidence on this question. It is very much a subjective matter, and there hasn't been any very extended research into the impact of racial discrimination on overseas students themselves. But because in my country a large number of overseas students, (Editors comment: this must be "people"), do come from Africa and from Asia, it could be said that surveys which have been done on discrimination among people from those parts of the world who are now living in Britain, uhm they refer to visitors (students) as well.

They're not actually wholly so. I think there has been a sense in which overseas students have always been seen as a group apart from the immigrants who may come from their own same background. Thus I for one have felt for some time that there was a job to be done by your educated and sophisticated Indian or Asian to "interpret," if you might call it that, the people from their part of the world who have less sophistication and less education.

In my own country there are, as you will know, many people who come from Pakistan and from India, Asians from East Africa, and they perhaps have suffered a good deal. And I think that one could look perhaps to visitors from those parts of the world who are studying in Britain to play some part to ameliorate the damage. But I wouldn't deny that racial discrimination is a problem.

But, in terms of survey figures, and I have here a book we published in April this year, into the housing needs of overseas students, and I won't waste your time looking up the exact figures, but there are in fact the results of a survey in which the question was asked about discrimination against people because of their race. And there was in fact a surprisingly small degree of discrimination reported by those who answered the survey. There were about 500 students who were asked questions about housing, and one of the questions was about discrimination in seeking housing. And this was not in fact a noticeable problem. But we wouldn't like to say whether there were various other factors that entered into the fact that that figure wasn't higher than it was.

But this gets one into the realm of conjecture, and cultural habits and various other things, which perhaps we haven't the time to discuss here.

(PREVOS) On discrimination, I just want to add three things. The first one is that it's a cultural problem, not especially made for students. And that we have a tradition in France not to discriminate people, especially students. But,you must understand that we have for instance a Maghrebian community of 2 million people in

France. So, one or two more students from Maghreb is not very important, you see.

The problem is not with students. The problem is with a community like Magrebians. That's the first thing I want to say. It's a cultural problem; not a university problem.

The second thing – the discrimination is not in universities. The discrimination is in the life, the daily life in the towns, in housing, for instance.

The universities accept people from developing countries. But when they try to get a house or an apartment, a private one, it's more difficult for reasons maybe you can understand. It's not necessary I speak about. And it's why I said before that we have in the official residencies for students more than 15 per cent of foreign students. It's just because for some countries, for some origins, they don't find apartments, lodging facilities in privately owned houses or apartments. This is the second thing.

And the third one is in the future, because now we are facing in France a problem that I think for our friends from Germany and England is the same problem.

Now that Western Europe is widely opened to Eastern Europe, what we called "Eastern Europe,"-- and the universities in France are not, are not open --- you see, we can't do it, housing and so on every year to have more people, more and more people. Don't forget also that in France now we are facing a big development of French students. We have now 1,400,000 students. We will have at the end of the century, 2 million students. So, we are facing a problem with French students, to assist French students; to receive French students. So for the foreigners who want to come, it's another problem.

So, let's come back to Eastern Europe. Those students from Eastern Europe who come to France, they are coming from somewhere, somewhere where maybe there would come some students from developing countries. We are now facing this problem. For this year it's not a very hard problem, but I'm afraid next year, maybe until the end of the century, it will be a big problem, because our universities will have to choose their foreign students. And I can't absolutely say what kind of students they will choose.

So, I think it's not a discriminating problem. But it's a problem of place.We will have to accept more French students, and more foreign students.

(REISER) I can completely join Mr. Pevos. I think in Germany there is no discrimination in the university. But imagine a group of 2 million Turkish migrant workers. A Turkish student at a university faces in society, he is facing the same attitude which Turkish migrant workers face in Germany. So I think I could make a very clear statement, that there is no discrimination in the university and in the education institution itself. But in society, it is the same as Mr. Prevos said, it is a social question. And I could add to that what Mr. Prevos said. Because of the difficulties of foreign students, especially foreign students from African countries, North Africa and Arabian countries, Turkey, we do have in the dormitories, we sometimes do have more than 60 per cent of the student population are foreigners in the dormitories. Which also creates, again, problems since we do want that the students, German students and foreign students to mix up. But because of the difficulties which have to do with some kind of discrimination, we do have in the dormitories sometimes more than 60 per cent of foreign students.

(REICHARD) I would like to add a few points. This is a complex issue. I think that there are undoubtedly some foreign students in the United States who experience discrimination more likely out in the community than on campus, although we have emerging in the judgment of most people some major new inter-cultural problems in the United States.

The theme of multiculturalism and diversity is a major one of discussion on most American campuses as the United States tries to come to terms with the fact that its population is changing. The rapidly increasing Hispanic population and Asian American population is very significant, and so it's incredible to know that there have been in some of the finest institutions in the country open acts of black and white racism going on and

widely reported. Some of you who read news magazines have seen that.

There is some measure of concern --- I've heard this at conferences that devoted to minority students in American colleges, a major effort has been made by higher education institutions to seek out and to have more students of color, especially black African Americans, in our universities, and more of them finishing degrees. This is a great problem everyone recognizes, and calling for special efforts.

At one recent conference I heard, a leader in this effort say "if we weren't giving so much money to foreign students (I think you're hearing this in Japan perhaps) we could give more to our own students. And this brought immediately outcries from people who said "that is not the answer to this issue." But it is there, and I expect we're in for a lot of adjustments in our own society which have resurfaced.

There is a very distinct feeling among the black population in America that racism is alive and well in the United States. And it mystifies many white Americans who don't understand what is being said. So it means we have a lot to talk about, and I am sure foreign students are going to get caught in the middle of this at times.

(MODERATOR: SERITA) Thank you very much. The foreign students' problems of course come up because of different cultures and different customs and so we do have frictions. But there are many frictions caused by misunderstanding facts. So, we have this opportunity here to confirm the facts of the four countries in this Panel Discussion.

Perhaps we have spent too much time on this particular portion of the discussion, but originally in this session we wanted to discuss the philosophy, system history and policy of acceptance of foreign students.

The four countries have adopted different systems, as we have heard. This was a consequence of their history.

Regardless of what system you adopt, the basic point here is that foreign students are coming to your countries to further their careers and all of the countries have tried to meet the specific needs of the foreign students in the best way possible. But if we could categorize the four presentations, I think there was a question of North/South issue raised, together with that of the relationship between advanced countries snd the developing countries in this aspect. Or the points of international or mutual understanding were raised, that is, we are able to achieve mutual understanding through the presence of foreign students.

From the United Kingdom, the benefits from accepting foreign students, or customers, was mentioned. And in the case of Japan, we have 35,000 foreign students in Japan but still over 110,000 students are going abroad to study, and of course there are differences as to the state of colonies. We do not have colonies since we lost them in 1945. Germany has lost them, as well in 1919 but here is a slight difference.

I believe Mr. Isono of Kobe University has presented an issue regarding the North/South issue.

Regarding education, UN Report has pointed out the brain drain problem. It was mentioned in the report that the developing countries are not necessarily benefiting from these overseas studies. Perhaps Mr. Isono wanted to elaborate on this issue, and I believe it is essential to be discussed here. So perhaps I should call upon Mr. Isono once again to elaborate on his question.

(ISONO) My point is that, although you, I mean people from France or Britain, thought of addressing the problem associated with foreign students in their home country, my point is that, in the case of France, many of the students are coming from, as Mr. Prevos said, French speaking countries. And it seems also, in the case of Britain, Mr. Kenyon mentioned that the people are from mostly the Commonwealth. So those other students also are coming as well.

Therefore, my point is that mostly those students who are educated, either in France or in Britain, and getting a higher degree and so on, want most probably to remain in either France or England, simply because the situation there is much better than back in their home country. Now, therefore, my point is that this looks like sort of importing brains from the developing countries and because in rare cases you help those foreign students

coming from their home countries and helping establishing back in their home countries. Instead, most probably, as many speakers mentioned this morning, that they are going to settle down in their home countries, no . . in France or England. And then in the case of. . especially natural sciences, they are establishing, as good natural scientists, are not so much a benefit for their own country. That's what I wanted to ask you.

(KENYON) Can I try and make the point that I do make in my paper in answer to one of the questions we were set, but I didn't have time to speak it. I'll read what I said, because it's briefer than what I shall say if I don't.

Under the heading of "employment" after graduation, which is one of the questions we were set. I write: "After finishing their course and graduating, foreign students are not permitted to take work in Britain. The laws of immigration and employment in the United Kingdom are sufficiently stringent to ensure that no one having ceased to be a student may stay on in the country. Obviously there are exceptions, but this is the rule, and it is firmly applied. And, unlike Mr. Prevos, I would say that our Immigration Authorities would have no compunction about putting people on an aeroplane and sending them home, unless they were bonafide refugees. Now you know quite well that we've been in the dock as a country about Vietnamese boat people, and who are refugees and who are economic refugees.

I can add one rider to what I have just said. I attended a meeting of the Round Table, to which I referred, and the Chairman was the Junior Minister for Education. He's a very bright young man, and when he learnt, which he didn't know, that students would not be allowed to stay in Britain, but knowing that we were short of doctors, young doctors, he said "well I can't see why we shouldn't keep them. We need them, so why don't we?" And there was a shocked horror, a frisson, all around the room when he said this. And I could see the man from the Ministry of Employment, the man from the Foreign Office, and the man from the Home Office who were all there scribbling away, having to take messages back to their Minister to try to knock this Minister on the head before too long. But I can tell you that the Immigration rules are pretty strict. I won't say that of course people who need teachers --- and we do need them, doctors, and so forth, don't find a way of giving jobs to people who've graduated. But by and large, the law is enforced.

(PREVOS) I must answer too because you spoke of France. Unlike Britain, yes we don't put the students on the plane. But, it's a tradition in France, you see.

Well, we have two ways to --- I spoke of conventions. I don't know if it's a good word "conventions," we say "convention" in French. When we accept students from developing countries we try to have conventions with this government of the Third World country, saying that "ok, you send them but after he must come back and you must find him a job where he can earn money." But it's not very easy. I think you understand that. And sometimes when they go back to their own country, they have a job which has nothing to do with what they learned in France! This is one problem.

And the other one, we try to develop in the African --- You see all the French colonies in Africa and Maghrebs, we try to develop higher education; to develop universities; to develop structures to accept them where they can do. But when they go to those structures, those universities, it's, I think, their problem is a problem of money, and a problem of status in the society.

And we have sometimes this thing which is unbearable, I think. That we take them in France, to get jobs in France and we send young French co-operants, or co-operations in their countries to do the jobs they don't want to do in their country. You see, it's a very important problem for us. And you are right to mention it.

I think with the generations, we will try --- we will find a solution to the problems. But we must not go too quickly with these problems. We have to form students from developing countries. I think we have to form them, because if we don't form them, we will never succeed in trying to make them go back to their countries. But now we are experiencing the third or second generation. I think that after they will get a better state in

economy in their countries, and so they will stay in their countries. But you are right, it's a problem.

(REISER) The problem of brain drain is really a very complex problem. The main issue of brain drain was brought up by the UNESCO in the 60's and in the 70's. This issue is over since six, eight, or ten years. UNESCO recognizing this complex phenomenon is not raising that issue in the same manner as they did it in the 60's and in the 70's, requesting the industrialized countries to pay $10,000 for each student who did not return.

And I do say that from the side of the German Academic Exchange Service who headstarted with the In Country Fellowships in the 60's already, we did a lot in avoiding brain drain in providing fellowships for our university courses in Central America, in East Africa, in West Africa, in Southeast Asia. We did a lot in that, but we had a discussion with Indian Vice Chancellor very recently, and one of the German Vice Chancellors brought up the question of brain drain. And we were completely astonished and shocked when one of the Indian Vice Chancellors, said "that is not a problem for us. Take the example of the school of management in Andabat (?). The School of Management in Andabat for three months in summer it is full of Indians who live in America and who teach, who do teaching for three months at the school, over two months at the school at Andabat. We earn, . . . for us in India. ."

That was --- I'm quoting this Vice Chancellor, for India it's more important to have a successful Indian working in America, or working in Europe, than to have him jobless in India. And many of those Indians who are successful in America, and who are successful in Europe, they return for a period of time to our country and do services to our universities or to do services to our consultancy companies, or whatever you may think of.

I only wanted to say that this question of brain drain is really a very complex problem. And UNESCO has not raised the question again since a couple of years. They have not raised this question since a couple of years in the way as they did it 10 or 15 years back.

(MODERATOR: SERITA) The problem of the brain drain is a little bit apart from education, and it has connections with the world labor market and world economy.So we have to recognize that there is a problem of brain drain.

Now, besides, there are some matters concerning international understanding or the exchanges from both sides. These are things also mentioned in the presentations. And also, as for the points in policy, basically U.K. and France mentioned that the long term view is important when considering their own the benefit. I have to extend my apologies for ineptitude in managing this session, and it is not due to Professor Hamada. But it's already 10 minutes past the time. And we don't need to talk about philosophy and policy of sending students or receiving students in this section. The third and fourth sessions again deal with these matters, progress and points. So, I hope that we can take these points into consideration.

The Second Session

"The Philosophy and System of Sending Students"

—— Expectation and Proposals to Japan ——

Review and Prospects of China's Policy on Sending Students Abroad

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1. China's Policy on Sending Students

In 1978, China restarted dispatching its students to foreign countries. After getting through incessant trials and readjustments for more than ten years, a relatively effective system of selecting, dispatching, and managing students who study abroad, and reaping manpower from them has been formed. Our basic policy of sending students abroad is said: "sending students according to demand, guaranteeing students' quality and matching learning with needs," and we have tried to accomplish the principle of "adopting as many advantages of each country as possible." For the past ten odd years, China has sent about 90,000 students to more than 70 countries and territories, and more than 30,000 out of those have returned after having completed their studies. Now, they work hard at various sectors to realize our "four modernizations," and do their best to expand the exchange and cooperation with other countries.

2. Sending Students to Japan

Japan is one of the major countries that host our students. Since 1979, students sent to Japan have amounted close to 10,000, consisting of about 4,200 government-funded students, 3,000 employer-funded students, and 3,000 self-supported students. The status of those students is of variety, including senior technical school students, undergraduate students, graduate students for their masters, doctoral students, visiting scholars, and senior visiting scholars.

About 3,000 students out of the government funded students and about 3,000 out of the employer-funded and self-supported students have already returned to China. These former students work as the backbone of various fields of practice and research and

serve as a go-between for the exchange of science, technology, and culture between the two countries.

Most of Chinese students completed their studies within a given period of time thanks to the support and cooperation of the Japanese government, universities, private friendship organizations, and Japanese friends. They were also taken good care of by Japanese host professors and friends until they became accustomed to the Japanese life, customs, and language. Taking this opportunity, I wish to thank all the Japanese friends who made assiduous efforts in helping our students.

3. Comparison in Sending Students between Japan and the U.S. and Europe

(1) Our policy of Sending Students Abroad and What We Expect from Them

As mentioned above, sending students abroad is an important part of our liberalization policy, and we attach importance to it. Our policy is that we should send students according to demand, guarantee the quality of these students, and immediately apply what they have learned to practice in China, and it is our principle that we should adopt the advantages of foreign countries.

What we expect from our students remains the same regardless of the country where they live. That is, we wish them to study hard on advanced science and technology as well as management, learn culture of countries where they live, and acquire knowledge useful for developing our country. We also wish them to abide the laws and regulations of the respective countries and esteem their customs and religions. We also hope them to obey the rules of the universities where they study, respect their academic advisers and professors, and be associated friendly with their colleagues and people in the community. Furthermore, we expect them to return home after they complete their studies as scheduled and contribute to the international friendship and cooperation between Chine and foreign countries.

(2) Students Studying Abroad and Those Returned to China

Number of Students Sent Abroad:

Since 1978, our country has sent over 90,000 students and scholars to more than 70 countries and territories. Among the host countries of Chinese students, the U.S. ranks first, Japan second, followed by : Germany, Canada, England, and France in turn. Japan is one of the most important countries for Chinese students, and, since 1978, Japan has accepted about 10,000 Chinese students, not including part-time students.

Number of Returnees and their Careers:

For the years between 1979 and 1989, more than 30,000 students returned to China. Among them, 14,000 students came back from the U.S., accounting for 36,9 % of the total returnees. The number of the returnees from Western and Northern European countries is about 10,000, which consists of 26.7 %. About 6,000 students came back from Japan, accounting for 16.9 %. With respect to the ratio of returnees to the total students dispatched, Japan is best in the return ratio.

These students now play an active role in developing our nation in various fields, including economy, science and technology, culture, and education, and their tasks will become more and more important in the future. Not a few returnees already serve as the backbone in various sectors. According to the statistics for the past fourty years since the foundation of China, 63 % returnees (the majority returned after 1979) have held senior professional positions and work as leaders in the new generation of research. About 400 of the returnees take charge of various priority projects conducted under the Seventh Five-Year Plan, and about 1,300 are engaged in research on national priority projects. About 6,400 returnees undertake research sponsored by the National Natural Science Fund, and 5,400 take change of various projects or scientific research implemented by individual ministries and departments. The science and technology prize has been awarded to 21,000 returnees for their achievements. Among them, 270 won international awards, and the subjects of research awarded have reached close to 500. About 3,900 returnees received national-level awards, and subjects of research concerned were as much as 5,000. About 11,000 won ministry- or department-level awards, with the subjects amounted to about 20,000.

Here, I wish to particularly mention the doctoral students that our country sent to Japan for the first time. They left for Japan in October 1982, and graduated in March, 1988. They were taken good care of by their Japanese professors in study and research as well as living. They were always encouraged; "Study hard and contribute to developing your country after you return home." Thanks to the guidance offered by the professors and also the support of the Ministry of Education, universities concerned, and people in Japan, 70 % of those students (not including students working in humanities and social science) completed their studies as planned, and are now engaged in developing our country. By now, all of these students who were sent to Japan for the first time already completed their doctoral studies, and most of them returned to China. They take initiatives in various fields and also contribute to the promotion of friendship between China and Japan.

(3) Comparison of Scholarships Awarded to Chinese Students

In accordance with the progress of educational exchange with Western countries and Japan, we have sent more and more students to those countries, and scholarships have also been provided by these countries.

The U.S. now offers twenty one kinds of scholarships to our students. Most of our students can obtain one of these scholarships sometime after they pursue their studies in the U.S. United Kingdom provides 580 Chinese students every year with eight kinds of scholarships. Germany grants 4 kinds of scholarships to 160 Chinese students every year. France provides 20 Chinese students with only one scholarship program, although two kinds of scholarships were available before. In addition, in U.K., Germany, and France, various kinds of assistantships can be offered to those students who have a good record of study and are highly appreciated by their professors. Scholarships provided by the Chinese and Japanese governments are given to 80 exchange students. The Ministry of Education provides 33 Chinese students with its scholarship every year. Moreover, some universities and professors allocate special assistantships to our students. The number of Chinese students who obtain the scholarship of the Ministry of Education has amounted to 1,208 in total as of May 1989, and accounts for considerable percentage of

the total Japanese scholarship funds offered to foreign students. The number of other scholarship programs as well as their total amount of funding seems very limited. Japan is such an economic power in the world, but the amount of scholarship funds to Chinese students is rather small, as compared to those of the U.S. and European countries. We wish the Japanese government as well as private funding organizations to improve the present scholarship programs in order for promoting educational exchange between China and Japan and also expanding the exchange and cooperation among scholars of both countries.

(4) Chinese Students' Experiences in Japan and Their Suggestions

Our students certainly wish to study hard in good environment in a foreign country and also hope to promote friendships with people in local communities. Our students who came back from Japan thank the Japanese government, the universities they studied, private organizations, Japanese friends, and particularly Japanese host professors for their continuous assistances and support that enabled them to pursue their studies and adapt themselves to the Japanese life and language. Their life in Japan should be an unforgettable memory.

However, these students also suggest that Japan should resolve some problems that are likely to block further promotion of educational exchange between the two countries. These problems are as follows:

(1) Research Expense, Living Cost, and Visa Application

Our employer-supported visiting scholars have been sent abroad to pursue their research or to carry out joint projects with foreign scholars. Our country encourages and supports such foreign research. Many of former visiting scholars express that they had troubles over research expenses and guaranteed living cost when they negotiated with their Japanese counterparts. According to them, Western countries usually do not charge research expenses because joint projects should benefit both sides, while, in Japan, research expenses are charged in most cases.

As for employer-supported visiting scholars, their employers guarantee the travel and living costs during their stay in Japan, but these scholars were surprised to see that a

certificate that proves the employers' guarantee is often not recognized by their Japanese counterparts.

As for visa application, they complain that it takes too long, sometimes to six to eight months before receiving a visa to the entry to Japan. Since they are left unknown for a long time when the visa is issued, they had much trouble in their work in China before departure. It usually takes about fourty days to receive a valid visa to the entry to the U.S. or European countries. They suggest that Japan should improve procedures for visa application.

(2) Housing Problem

Our students complain of shortage of dormitories and accommodations available for foreign students and expensive rent and poor conditions of private housing.

(3) Scholarship Problem

They say that they have little opportunity for obtaining additional scholarships during their stay in Japan.

(4) Difficulty in Earning Doctorate

Chinese students see that it is difficult to obtain a doctorate in Japan, particularly in the fields of humanities and social sciences. They wish that the Japanese degree system should be made more flexible.

(5) Misunderstanding About Chinese Students

Our students admit that a few of part-time students certainly caused troubles. Japanese mass media reported those bad incidents sensationally, without distinguishing between part-time students and those who study at universities. That produced misunderstanding about our students among Japanese people and hurt the image of Chinese students to Japan and Japanese. As a result, some Chinese students had difficulties in finding their lodgings. Our students worry about such a situation and hope that Japan will make efforts to resolve this problem.

4. On Promoting Cultural and Educational Exchanges Between China and Japan

We have established eleven foreign language training centers and three intensive training centers one after another to improve the language ability of students who wish to study abroad. These centers provide language training programs and information on foreign countries as well. Japanese language training is offered mainly at the following three training centers: Preparatory Japanese Language School at Changchun Donbei Teachers' College and Training Centers for Outgoing Students at Dailian Foreign Language College and Beijin Language College. The Japanese government and some universities donated reference materials to these three centers for many times. These valuable materials are very convenient and useful for students who wish to know about Japan and Japanese universities. As proven by experiences of the past few years, this kind of exchange of information and materials is mutually beneficial. We hope to strengthen this kind of cooperation between the two governments as well as between universities of both countries, and broaden the channel of acquiring information on the study in Japan.

For the past few years, many Japanese people and friendship organizations have contributed to promoting the friendship between China and Japan. Above all, Miss Yoshiko Ogawa of the Information Committee of the China-Japan Citizens Conference has provided materials related to study in Japan to universities and libraries in cities and provinces of Beijing, Shanghai, Xian, Dailian, Changchun, Changdn, and Guangzhou. These materials have become a symbol of the friendship between China and Japan. I wish to deeply thank Miss Ogawa and all the people who gave support and assistances to our students.

We will continue to send our students to Japan. In addition to government-funded and employer-supported students, many a self-supported students are expected to go to Japan. In this respect, we also wish to develop private channels so that those self-supported students can acquire information needed. We would be grateful if anyone who is interested in the friendship between China and Japan joins in these activities.

5. Prospects of Sending Students to Japan

As the leaders of our country often state, our policy of sending students abroad as well as our liberalization policy will remain unchanged. However, we feel the need of adjusting qualifications of students to send abroad, countries to send them, and their majors in order to meet the nation's needs. We wish the Japanese government and people concerned to understand our policy.

Sending self-supported students is one way to develop our manpower. Our government fully recognized its importance a long time ago and has strived to promote it. For the past few years, the number of self-supported students is rapidly increasing. At the beginning of this year, our government reintroduced "service system", in which self-supported students with the background of a university degree or higher are required to work for the government for a certain period, and the government has made supplemental regulations to enforce it. This is the policy that considers the present situation of our country. As is commonly known, China is a developing country, and education has not been fully developed. The number of university graduates is still limited. Educational costs needed to study at our universities are fully supported by the government. Self-supported students are blessed with a rare chance of studying at universities and being supported by the government. It is therefore reasonable that the government requires that they should serve for the country after their graduation. The service system is not a system peculiar to our country but exists in many other countries as well. Moreover, this kind of regulation enables young people to experience practice and develop maturity. Some people and even some of our friends in Japan express doubts about this system. Taking this opportunity, I wish you to understand our country's situation.

We have acquired a ten odd year experience of sending students abroad and seen great achievements. We wish to continue to improve our regulations concerning the study abroad so that our policy of sending students abroad will become more systematic and effective.

Japan is one of the major countries accepting Chinese students, and its cooperation with our country is constantly progressing, with the outcomes kept remarkable. We owe the outcomes to the Japanese government, universities, friendship organizations, and

Japanese people. Japan is our neighbor, and its history of friendship with China is extended to over 2,000 years. Since the normalization of diplomatic relations between the two countries, friendship between the two governments and between the two peoples has grown, and exchange students have promoted the exchange of culture, ideas, science and technology. Exchange students have become an envoy of friendship between China and Japan. We appreciate this friendship between the two countries. We try to improve our system of sending students abroad and deepen the mutual understanding of both countries. I believe that the exchange of students between China and Japan will continue and keep producing benefits.

Thank you very much for your kind attention.

INDONESIA

Some Notes on the Policy and System of Sending Students "Expectations and Proposals to Japan"

Sukadji RANUWIHARDJO*
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It has been widely recognized in Indonesia since 1960's that the technological progress has brought Japan to emerge as the fast growing industrialized country in Asia, even much faster than the established industrial countries of the West.

This recognition induced the Government of Indonesia through bilateral agreement with the Government of Japan to send hundreds of trainees for short term period (one to three months of duration for particular task like public work, specialized agriculture, irrigation etc.) to Japan. Some of these trainees were successful in pursuing formal degrees from Japanese Universities (usually at master level). From Indonesian university circles, however, the same interests have not grown as fast as in the government.

It seemingly due to several factors: very limited funds were available to send junior academic staffs for overseas education and the priority of the Japanese Government to sponsor only short-term technical trainings.

Language barrier also plays a major hurdle to send student to Japan.

Along this development more academic university staffs have been sent to English speaking countries like USA, UK, Australia and Canada and also to Europe (Germany, France, the Netherlands and Belgium).

For comparison, if at the moment there are about 10,000 students in the USA, 3,000 students in Australia, 5,000 students in European countries, only about 500 Indonesian students are studying in Japan.

In the past few years this situation was aggravated by the fact that sending student to Japan becomes very expensive because of the appreciation of the value of Yen.

When informations of Japanese university education is very scarce in Indonesia, to select university and professors in Japan has been done through very informal manners. These happened through personal visits, occasional exchanges and through technical assistance of project aids.

Starting in the 1980's the situation has been improved by the interlink between the JSPS (Japan Society for Promotion of Sciences) and some core universities in Indonesia. This channel makes cooperations between universities in Japan and Indonesia more institutionalized and systematic.

The interlink covers a wide area of studies including medicine, agriculture, sciences and social sciences.

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*On urgent business Prof. Sukadji Ranuwihardjo could not attend this Symposium, while he has presented his paper. Mr. Johannes SUTANTIO, the consulate general of the Indonesian Consul at Kobe, kindly attend to give a speech and to join the panel discussion in stead of him. He gave a speech on the paper prereuted by Prof. Sukadji Ranuwihardjo.

Through the JSPS and the Directorate General of Higher Education of Indonesia there are about 30 Indonesian scholars who received doctorate degrees from Japanese universities.

It is still a minority, compared with those returning from English speaking and European countries.

From the Indonesian experiences of sending students overseas, there are two systems of university education and research. The American system in one side with explicit rules and regulations on accepting foreign students, academic qualifications for various levels (bachelor, master and doctorate) and other systems that rely on more or less informal evaluation of individual professor on the performances of foreign students. The Japanese system belonged to the latter kind. This has some disadvantages from the point of view of sending institutions or countries like Indonesia. Prediction of study duration and financial cost becomes less certain, and this makes planning difficult.

KOREA

The Philosophy and System of Sending Students to Foreign Countries (focused on Japan)

Se-Mo CHUNG
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Ladies and gentleman, it is my great honor to meet you in person, and have a speech about the philosophy of sending students to the foreign countries. Strictly speaking, I may not be an adequate one for this speech, as I am on a position neither of policy making nor of an evaluation work concerned, but I experienced 5 years of life in Tokyo, 2 years as the Unesco Fellowship trainee at Maritime Safety Agency Japan and 3 years as the doctor course student at Tokyo Institute of Technology helped by Japanese Government Fellowship, and I am now a member of Seiyu-Kai, a club of members who had studied in Japan, and so I will express my opinion, though subjective, about the given title.

1. Trend of Korean philosophy of sending students to foreign countries

Activities of sending students in Korea abroad for study have origin in about 1952, just after the Korean war, where most cases were under the helps of U.N. military personnels and their families privately acquainted with the students concerned, and the government grantees were done by individual screening, case by case, until 1969 when the first regulation for student abroad was made.

This regulation was rather to restrict other than to promote for the students to study abroad (such as limiting candidates to those graduated from junior college or up, passed a strict examination and free of military obligation, and further total number together with student quarters for each nation also limited), mainly due to the lack of Government account of foreign currency.

This regulation have been since revised many times in such a way to ease these limitations, so that the chance of study in any foreign country is now opened to all high school (up) students who passed only the examination of foreign language concerned (even exceptionally to talent ones of younger age).

As a result, the number of students studying in foreign countries have been increased remarkably as shown in Table 1., and also the Korean government scholarship, though few in number, has been awarded since 1977.

2. The philosophy of accepting foreign students

The policy of Korean government has been free for accepting foreign students with the only exception of those from Northern (communist) countries in early days.

In admittance examination for Universities, foreign students may be admitted on out-of-quarta base, and it may be a strong incentive, taking into consideration the severe competition of admittance for Universities in Korea.

Unfortunately I failed to get data of foreign students in Korea, but few foreign students are guessed to be in early days mainly due to the language problem.

But recently, several Universities have educated more than 400 persons per year in short term Korean language courses, and about half of them are guessed to be foreign student to study in Korea.

Table 2. shows the number of Korean government scholarship grantees for foreign students. It must be emphasized too that our government have come to be more positive in accepting students form the Northern countries.

3. Philosophy of sending students to Japan

There is apparently no distinct difference of philosophy of sending students to different countries, for example between Japan and United States.

But there seems to be the consensus among students of the concept, effecting the choice of country to study in, roughly sampled as follows.

Japan

a) customs and living pattern resemble ours and easier for adaptation.
b) language problem (especially in reading letters) be easily overcome in shorter term.
c) human relation rather than public relation respected so that continuous exchange of information be expected rather long time after one comes back home.
d) living cost rather expensive and little chance to get a part-time job.
e) it seems to take a long time for the degree (doctor) to be awarded in the fields of humanities and social science (not of engineering).

U.S.A.

a) living cost less expensive and easier to get a part-time job.
b) English-speaking ability earned during study may be a strong weapon in international activities after finishing study.
c) in the fields of humanities and social science, it takes rather short term for the degree, especially when the topic is focused to the social phenomena of orient.
d) easier to get a temporally job there after study to adjust the timing for a better employment in his home country.

4. The source of information for professors/Universities

Japan Embassy and Consulate Offices in Korea is providing brochures of Universities in Japan, but the amount of information seems not enough.

In Korea, the majority of students sent to Japan is of graduates of Universities and most of them seem to get necessary information through Society Journals, which are easily accessible at most of the University libraries.

5. Estimation of the results obtained from study in Japan

As is shown in Table 1., the number of students sent to Japan increased abruptly in 1980s, and we may wait several years more for the correct evaluation of the results of study in Japan, especially for the younger generation studied in Japan.

But through the questionnaire to and the discussion with scores of personnel concerned, I estimate the results obtained from study in Japan as follows.

a) as far as those in the field of natural science and engineering, a pretty number of those are undertaking an important role in Universities, research institutes and industries in spite of the numerical inferiority compared with those from other countries, but few who studied in Japan are in the field of policy making.

b) many industries of Korea have connections, more or less, with those of Japan and human relations of those studied in Japan seems to be advantageous for their work.

c) it seems that a student studied in Japan is superior in ability to a long-term research work carried out alone, while the one studied in U.S.A. is superior for a large scale research work carried out by a large group.

Table 1. Number of Korean students sent abroad for study per year

Country \ Year	'72	'73	'74	'75	'76	'77	'78	'79	'80	'81
U.S.A.	445	377	377	380	399	402	549	877	1,589	3,176
JAPAN	29	33	31	21	22	35	26	15	166	214
German	20	20	30	25	29	41	42	105	262	411
France	9	6	8	4	12	17	26	68	109	147
Canada	8	11	5	18	17	10	6	15	14	49
U.K.	1	3	4	3	2	5	5	9	33	22
Taiwan	13	9	14	11	12	18	14	34	79	106
Others	17	14	18	13	12	19	35	118	136	243
Total	542	473	487	475	505	547 (12)	703 (49)	1,241 (27)	2,388 (49)	4,368 (49)

Country \ Year	'82	'83	'84	'85	'86	'87	'88	'89		
U.S.A.	5,851	4,575	4,669	7,346	2,753	3,026	4,001	3,362		
JAPAN	424	550	743	1,222	411	658	1,675	847		
German	533	513	568	841	265	374	698	677		
France	162	193	232	277	201	243	528	245		
Canada	79	71	86	160	14	25	58	95		
U.K.	39	68	153	374	56	75	143	64		
Taiwan	166	114	71	110	40	67	266	66		
Others	319	406	498	761	120	215	718	618		
Total	7,573 (100)	6,490 (101)	7,020 (68)	11,091 (95)	3,860 (93)	4,863 (86)	8,087 (117)	5,974 (120)		

*Note ; The numbers of parenthesis are those of grantees of Korean government scholarship

Table 2. Foreign Grantees of Korean Government Scholarship

Year / Country	Total	75 before	76	77	78	79	80	81	82	83	84	85	86	87	88
Total	205	42	8	11	13	4	15	22	10	12	14	13	18	13	10
Japan	42	6	-	1	1	1	5	6	2	4	4	3	3	3	3
Taiwan	26	5	2	1	1	1	3	7	2	1	1	1	-	1	-
Indonesia	3	1	2	-	-	-	-	-	-	-	-	-	-	-	-
Thailand	5	2	-	-	1	-	-	-	-	-	-	-	2	-	-
France	8	4	-	-	1	-	-	1	-	-	-	-	1	1	-
U.S.A.	9	3	-	-	1	1	-	2	1	-	-	-	1	-	-
Italy	6	2	-	-	1	-	-	1	-	-	1	1	-	-	-
Australia	6	2	-	-	-	-	1	1	-	-	-	-	1	1	-
Netherland	4	2	-	1	-	-	-	-	-	-	-	1	-	-	-
Nepal	5	-	1	-	1	1	-	1	-	-	1	-	-	-	-
India	5	-	-	1	-	-	2	-	-	-	1	-	1	-	-
U.K.	6	-	-	1	1	-	-	-	1	-	1	1	1	-	-
Colombia	4	-	-	1	-	-	-	-	1	1	-	-	1	-	-
Philippine	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Egypte	4	1	-	1	-	-	-	-	-	-	-	-	-	2	-
Ghana	4	-	-	-	-	-	1	-	-	1	1	-	1	-	-
Greece	3	1	-	-	-	-	-	-	-	1	1	-	-	-	-
Others	62	10	3	4	5	-	3	3	3	4	3	6	6	5	7

MALAYSIA

Trends in Malaysian Overseas Education: Pointers for Japan

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Education has always been a highly sensitive and politicized issue in Malaysia particularly since the New Economic Policy (NEP) which was implemented in 1970. The NEP which came in the aftermath of the 1969 racial riots aimed at restructuring the Malaysian society by creating more opportunities for Bumiputera[1] groups in the public and private sectors. One of the major instruments to achieve this target was through a system of preferences offered to the above groups especially in higher education. This would in turn increase the participation of the Bumiputras in the professional and managerial levels in the public and private sectors. In order to attain this goal and also to fulfil the manpower requirements particularly in view of the imminent emergence of Malaysia as a NIE, education became a priority area in the political as well as the socio-economic scenario in the nation.

The highly politicized education system also saw the Malaysian government imposing stronger control on the formal education system including tertiary education.[2] The politicization of the educational system and the goal of the government to impose rigid controls over tertiary education became very evident with the implementation of the 1971 Universities and University Colleges Act which stipulated that "No higher education institutions with the status of a University shall be established except in accordance with the provision of the Act. The Act also prohibited individuals from establishing or promoting, or forming a University or University College. It also stipulated that a private university may only be established through treaty with other government or international organization.[3] Tertiary education in Malaysia therefore came under the complete control and scrutiny of the Ministry of Education. In other words, university education including the establishment of new universities, financing, staff appointment, research, curriculum development, and even student enrolment came under the control and purview of this ministry.[4]

[1]The Bumiputras consisting of Malays, Malay-related groups (e.g. Javanese, Bugis) and other native ethnic groups like Senoi, Kadazan, Iban, Murut etc are constitutionally regarded as the "sons of the soil" and are given special privileges in the public and private sectors of the Malaysian economy. The Malays form the predominant group among the Bumiputras. The non-Bumiputra groups consists mainly of Chinese and Indians. The Bumiputras comprise about 59% of the total Malaysian population while the percentage for the Chinese and Indians are 32.1 and 8.2 respectively. Others e.g. Eurasians, Pakistanis who are classified as non-Bumiputras comprise 0.7% of the population.

[2]Tertiary institutions in Malaysia generally offered degree programmes. For the 1987/88 session the seven national universities had a total, enrolment of 48,082 students and of these 41,555 were pursuing degree programmes. Of these universities the International Islamic University is a "private university" by charter but it is mainly financed by the Malaysian Government and the bulk of the teaching and administrative staff are Malaysians.

[3]See Universities and University Colleges Act 1971.

[4]The importance of this ministry can be seen from the fact that three of the four Prime Ministers — Tun Razak, Tun Hussein Onn and Mohd. Mahathir were former Ministers of Education.

Table 1: Malaysian Students Overseas

Country	1985	1989
United States	21,400	26,000
United Kingdom	15,570	16,000
Canada	8,800	9,000
India	8,000	9,000
Australia	8,000	9,000
New Zealand	1,879	2,500
Japan	184	1,200
Others		
Singapore, Indonesia, France etc.	4,838	6,000
Total	68,671	78,700

The NEP, politicization of education, growing manpower requirements, inability of the local education system to cope with the growing demands for tertiary education and a number of other factors saw a phenomenal growth in the number of Malaysians seeking tertiary education abroad.

The Table 1 illustrates the astounding demand for overseas tertiary education in the 1980's.

Reasons and the Philosophy for the Growth

The phenomenal growth in the number of Malaysians seeking tertiary education abroad are due to a number of reasons:

(i) The NEP saw the imposition of a quota system for enrolment in local tertiary institutions. In 1988/1989, 53% of the total placement for degree courses in Malaysian universities were allotted for Bumiputras.[5] The NEP had two major implications on the rapid growth of Malaysians seeking higher education abroad. First, it imposed a quota system on University enrolment in Malaysia thereby reducing the opportunities of the non-Bumiputra students particularly to choice courses e.g. Medicine, Engineering, law, Business and Economics. Under this circumstances tens of thousands of Chinese parents mainly from the middle class and business community found an expensive alternative by sending their children to a host of foreign institutions. This is evident by the fact that about 50% of Malaysians studying abroad are of Chinese ethnicity.

Second, the NEP also saw the Government embarking on a major programme to train Bumiputra professional and managerial personnel. The quota system vis-a-vis enrolment in local universities did not solve the problem of tertiary education among the Bumiputras. Although the percentage of the Bumiputras in local universities increased from

[5]The diploma programmes offered by the national polytechnics had a racial component of about 95% in the same period. These polytechnics were: Politeknik Ungku Omar, Politeknik Sultan Ahmad Shah, Politeknik Kota Bharu, Politeknik Alor Setar and Politeknik Batu Pahat. These polytechnics had a total enrolment of 7,899 in 1988.

Table 2: Number of Applicants and Enrolments in Local Universities

Academic Year	Number of Applicants	Number of Places Offered	%
1982/83	19,522	6,227	31.9%
1983/84	28,858	6,890	23.9%
1984/85	32,168	7,192	22.4%
1985/86	32,209	8,213	25.8%
1986/87	30,973	8,595	27.7%
1987/88	27,658	9,289	33.6%
1988/89*	30,000	10,800	36%

* Tentative figures

about 30% in the pre-NEP period to about half of the total intake of undergraduates in 1988, this increase was clearly insufficient to fulfill the goals of the NEP. One of these goals stressed that at least 30% of the total manpower needs in both the professional and management categories in the public as well as the private sectors should be filled by Bumiputras. A number of new universities were established (while two other colleges were upgraded to university status. Malaysia has 7 tertiary institutions and these are: University of Malaya (1962), University of Science Malaysia (1969), National University of Malaysia (1970), University of Agriculture Malaysia (1971), University of Technology Malaysia (1972), Northern University of Malaysia (1984) and International Islamic University (1983). But the establishment and expansion of these universities could not meet the manpower targets set by the NEP and this compelled the government to turn to overseas tertiary institutions. The number of government sponsored students despatched overseas swelled considerably. The intensity of this exodus can be illustrated by the point that about 30,000 Malaysian scholars studying abroad are sponsored by government and statutory bodies. Of these, 99% are Bumiputras students and the bulk are of Malay ethnicity. Thus the philosophy of restructuring the society by uplifting the standards of living among Bumiputras has had a major influence on the policy of sending Malaysian students abroad.

(ii) The shortage of places in local universities put a premium on tertiary education abroad. Table 2 shows that for the year 1987/88 a total of 27,658 students applied for admission to local universities but only 33.6% (9,289) were offered admission. For 1988/89 about 30,000 students applied and only 36% (10,800) were given admission. Notwithstanding the fact that the lack of places in local universities has contributed to the exodus of Malaysians studying abroad, it is also an irony that there are more Malaysians studying abroad than in local institutions of higher learning — a testimony to the liberal policies of the Malaysian government in terms of overseas tertiary education. More significantly, it not only highlights the thirst for the paper chase as well as the politicization of Malaysian education but augurs well for the further expansion in the number of Malaysians seeking university education abroad.

(iii) The implementation of Bahasa Malaysia as the national language and the growing demands for English educated graduates has also spurred Malaysians to go abroad for further

education. The rapidly expanding economy and the growth of the private sector has stimulated a greater demand for graduates who are well versed in English. Foreign enterprises have clearly indicated their preferences for graduates fluent in English — something that is lacking among graduates from local universities. Singapore which is a growing market for Malaysian workers including graduates is also another source of attraction for those who have obtained their tertiary education from English speaking countries. The advantage of a foreign degree is also evident by the fact that the bulk of unemployed graduates particularly in the humanities and natural sciences are graduates of local universities who have received their qualifications from local tertiary institutions.

(iv) The social prestige attached to a foreign degree which is a passport for middle class status and the traditional educational links between Malaysia and a number of Commonwealth countries has also motivated Malaysians to seek education in these countries. In the 1950's and 1960's, the Colombo Plan scholar used to be a mark of distinction for thousands of Malaysians who went to Britain and other Commonwealth countries like Australia, Canada, New Zealand etc to pursue tertiary education particularly in technical and science related disciplines. Since then, the social and economic value of a degree from these countries has cultivated awe and much respect for Malaysian graduates from these countries. In addition the 'middle class syndrome' of securing tertiary degrees from overseas universities is rapidly becoming the 'fashion or in thing' and this has motivated thousands of parents to send their children to overseas tertiary institutions.

The late 1970's and the 1980's have seen a new trend in the outflow of Malaysians students abroad. The United States has replaced Britain and Australia as the most popular destination for Malaysian students. The overwhelming preference for the US is evident from Table 1 which shows that in 1989 the US played host to 26,000 or 33% of the total Malaysian student population studying abroad. The table also reveals that Japan is at the bottom of the list with 1,200 students. The US as compared to other countries including Japan, has become the No. 1 destination, because of the range of Universities/Colleges and courses, flexibility of US tertiary institutions vis-a-vis entry qualifications, and costs of tuition and living (as compared to many similar institutions in Britain, Australia etc.). The Malaysian Public Services Department (PSD) has facilitated the exodus of students to the US by recognizing or giving accredition to more than 1,000 tertiary institutions in the US.[6]

A more recent phenomena which has motivated a greater inflow of Malaysian students into the US (particularly at the expense of Japan) is the twinning and credit transfer programmes. The twinning and Credit Transfer Programmes (known as the American Degree Programme, ADP) are usually based upon written agreements between local institutions and specific American universities/colleges.[7] The courses offered by the local institutions are essentially identical

[6]Accredition is aimed solely at recognizing degrees obtained by Malaysian graduates from foreign tertiary institutions and who apply for positions in the public sector including statutory bodies. This criterion does not apply to the private sector. The criterion used by the PSD is questionable and more often illogical as a number of degrees awarded by certain reputable faculties/schools in leading national, state/prefectural and private universities in Japan, India and even in the US are not recognized while similar degrees from 'ekibin' institutions in Indonesia, Pakistan even hundreds of small colleges in the US are given recognition — thanks to the PSD.

[7]There are similar arrangements with British, Australian and Canadian Universities, but the number of arrangements are pale by comparison to the US.

to those outlined by the specified foreign institutions. The twinning period can be from 1–3 years at the local institution (depending on the twinning or articulation agreements) and the remaining period (3–1 year) at the mother institution in the US. Under this arrangement examinations are set and graded locally, although they may be monitored by the twinning institutions overseas.[8] The American Degree Programmes are run mostly on the basis of credit transfers. Under this programme, students from local colleges can transfer their credits to the institutions in the US. Accordingly, collaborative agreements are signed between the local colleges and various overseas institutions. The bulk of these institutions are in the US and some of the local colleges e.g. Kolej Damansara Utama has collaborative arrangements with as many as 200 American institutions — thus allowing their students to have a wider choice of US institutions to which they may transfer their credits.

The Twinning and Credit Transfer Programmes offer a range of advantages and benefits to Malaysian students who are enrolled in their institutions. These are:

(i) Courses offered under these programmes are fully recognized/ accredited by the Malaysian Government.

(ii) Identical syllabus as that taught at the affiliated universities/colleges.

(iii) reduced culture shock

(iv) substantial savings up to M$50,000 — M$90,000 in overseas tuition fees and expenses.

The popularity of the twinning and Credit Transfer Programmes (Table 3) and the range of courses (Table 4) is a good indicator that the US will continue to be the premier destination for Malaysian students studying abroad.

Japanese corporations, JICA and Association for Overseas Technical Scholarship (AOTS) have given training courses for about 20,000 Malaysian skilled and semi-skilled workers on short stints ranging from 4 weeks to 1 years but Japan has not become a favourite destination for Malaysians who seek tertiary education abroad. Currently, there are about 1,200 Malaysians studying in Japanese universities. The scenario in the early 1970's was even more pathetic because there were hardly 80 students in that country. The reasons for the dismal number of Malaysians in Japanese tertiary institutions in the 1960's and early 1970's were varied and they included:

(a) strong orientations among Malaysians to acquire tertiary qualifications from local institutions and also from Britain and the Commonwealth countries.

(b) the fascination and acknowledgement of the superiority of the Western education systems.

(c) the socio-economic value of a degree obtained from the Commonwealth countries as compared to Japan.

(d) non-recognition of Japanese degrees by the PSD.

(e) anti-Japanese sentiments (a legacy of World War II)

[8]Sunway College (a private institution) which has twinning arrangements with Western Michigan University (US) and Leicester University (UK) (and a number of other universities) has a Resident Director who is seconded from Western Michigan and Leicester Universities to facilitate and monitor their respective twinning programmes.

Table 3: Institutions Offering Twinning, Credit Transfer Programmes etc. in Malaysia

	Name of Local College/Institution	Type of Programmes
1.	Mara Institute of Technology	Twinning, ADP,* pre University courses e.g. 'A Levels'
2.	HELP College	A Levels, Twinning, Australian Matriculation
3.	Disted College	Twinning, Australian Matriculation
4.	Makota College	Twinning
5.	Kolej Damansara Utama	ADP, Twinning, Matriculation
6.	Arieff College	Twinning
7.	Rima College	ADP, Matriculation
8.	Prime College	A Levels, External Degree Programme
9.	Sedaya College	ADP
10.	Stamford	ADP
11.	Taylors College	Twinning, Matriculation
12.	Inti College	ADP
13.	P.J. Community College	ADP
14.	Sunway College	Twinning Matriculation

* The ADP (American Degree Programme) is also known as the AADP (American Associate Degree Programme).

Table 4: Range of Courses Offered under Twinning and ADP Programmes

Business and Economics	Engineering	Computer Sciences	Liberal Arts/Sciences
Accounting	Aerospace Eng.	Computer Architecture	Communications
Banking	Agriculture Eng.	Computer Consulting	Sociology
Business Administration	Chemical Eng.	Software Engineering	Philosophy
Public Administration			
Economics	Civil Eng.	System Analysis	Political Science
Finance	Computer Eng.	System Design	Psychology
Insurance	Electrical Eng.	System Management	Public Relations
Marketing	Electronic Eng.	Programming	
Personnel Management	Industrial Eng.		Food Administration
Hotel Catering / Management	Mechanical Eng.		
	Nuclear Eng.		
	Petroleum Eng.		

(f) the possibilities of a greater culture shock in Japan as compared to the other western societies.

(g) the higher tuition and living expenses in Japan.

(h) the barriers in learning the Japanese language and the lack of incentives and facilities for learning Japanese in Malaysia.

(i) difficulties in passing entrance examinations and also in securing admission to Japanese universities.

(j) dearth of information on Japanese tertiary education, scholarships, fellowships etc.

(k) the lack a discal attitude of both the Japanese and Malaysian governments in encouraging more Malaysians to study in Japan.

The situation improved slightly with the Look East Policy (1981)[9] and the growing role of Japan as an important economic investor and development partner of Malaysia. The number of Malaysians studying in Japanese tertiary institutions increased from 184 in 1984 to 1,201 in May 1988. This accounted for 1.1% of Malaysians studying abroad. (On the other hand Malaysian students constituted 4.7% of the total foreign student population in Japanese tertiary institutions). Although the percentage of Malaysians studying in Japan (as compared to US, Britain, etc.) has not been very encouraging, the situation is not hopeless. Malaysian students in Japan are expected to grow significantly, given the important role assigned to Japan in terms of the technology transfer, investments etc. especially in the context of the imminent elevation of Malaysia as a New Industrialized Economy (NIE). In addition, the growing importance of the Japanese language, increasing demand for Japan trained graduates (mostly by Japanese companies) and the signs of interest shown by the Japanese (at least nominally) to increase the intake of foreign students, augurs well for more Malaysians who are eager to pursue their tertiary education in Japan. The trend is likely to be more positive in the light of the fact that unemployment among Malaysian graduates from Japanese university is virtually zero. This is a healthy sign and also another indicator that Japan can expect more foreign students from Malaysia. The Malaysian government has taken steps to encourage more Malaysians particularly Bumiputra students to study in Japan. In this respect Japanese language is taught as a third language in a number of residential schools which are mainly reserved for Bumiputras. The Government has also started a Preparatory Programme (at University Malaya) for Bumiputra students with the primary objective of preparing students for entrance to Japanese tertiary institutions. This programme has been implemented in 1985 in conjunction with the Japanese Government. Despite these developments the Malaysian Government has not taken any other major step to promote Japan as a major source for overseas tertiary education. This is evident by the fact that the PSD has recognized only a handful of Japanese universities (about 40) as compared to tertiary institutions in other countries (Table 5). (More than 1,000 universities/colleges are recognized by the PSD in the US.)

[9]The Look East Policy was implemented by the Malaysian Government to (i) secure more Japanese (as well as Korean) government and private sector aid, technical assistance and also to accelerate technology transfer from these countries. Under this policy Malaysian students are to be sent to both countries for vocational and tertiary education and (ii) to inculcate Japanese work attitudes and ethics in both the private and public sectors.

Table 5: Japanese Universities and Institutions Recognized by the Public Sector in Malaysia

Field of Study	University/Institution
Accountancy	Nil
Actuary	Nil
Agriculture	1. Kyoto University 2. Kyushu University
Architecture	Nil
Art and Design	Nil
Arts and Social Science	1. Yokohama University 2. Waseda University 3. Keio University 4. Meiji University 5. Hitotsubashi University 6. Kobe University 7. Kyoto University 8. Nagoya University
Education	Nil
Engineering	1. Tokyo University 2. Kyushu University 3. Tokyo Kogyo University 4. Yokohama University 5. Nagoya University 6. Kyoto University 7. Osaka University 8. Kobe University 9. Hiroshima University 10. Hokkaido University 11. Tohoku University 12. Denki Tsushin University
Naval Architecture	1. Tokyo University 2. Kyushu University
Fishery	1. Tokyo Suisan University 2. Kagoshima University 3. Nagasaki University
General Science	1. Tsukuba University 2. Tokyo University 3. Tokyo Kogyo University 4. Kyoto University 5. Osaka University 6. Kobe University 7. Hiroshima University 8. Kyushu University 9. Waseda University
Pharmacy	1. Kyoto University

This in itself has been one of the obstacles that has prevented more Malaysians from pursuing their tertiary education in Japan.

On the part of the Japanese Government there is an urgent need to establish a one-stop agency to publicize and assist Malaysian students who are interested in furthering their studies in Japan. The meagre facilities offered by the Japanese embassy in Kuala Lumpur is a 'disgrace by any standards' and it is not even worth comparing these facilities as compared to those offered by the US, British, Australian, Canadian and even German and French Governments and diplomatic missions in Malaysia.

There is no doubt that Malaysian students intending to study in Japan must be given more basic information on living conditions in Japan, vis-a-vis procedures, information on the Japanese education system, procedures of gaining admission, language proficiency test etc. One question that would come to the attention of these students would be the selection of a University in Japan. In this context Malaysians are not aware that contacts with a Japanese Professor or even a university would be of some assistance in facilitating their entry into that university or tertiary education.

The information that is useful to a potential Malaysian student in selecting a University in Japan would be:

(a) A list of all tertiary institutions recognized by the PSD (or Malaysian Government). This list is not freely available. The Culture/Education attache at the local Japanese diplomatic mission could be of some help.

(b) A list of universities/colleges ranked in terms of academic excellence, facilities etc.

(c) Availability of scholarships, grants by various government and government agencies.

(d) Information on entrance requirements including proficiency in the Japanese language. Samples of test papers are sorely needed.

(e) Excellence of the various courses, programmes, co-curricular activities e.g. Japanese crafts, traditional sports etc.

(f) Details of tuition and living costs and availability of dormitories are useful information because Malaysians have a 'notion' that all parts of Japanese are extremely expensive and that dormitories are virtually non-existent in Japanese universities.

(g) Information on availability of 'arubaito' or part time employment, e.g. procedures of obtaining permission, number of hours, wages etc.

(h) Medical treatment including costs.

(i) Class room size and methods of conducting lectures, seminars etc.

(j) Number of foreign students in each university and programmes for such students.

Information on the selection system for sending Malaysian students to Japan is not well publicized. The following system is now available to Malaysians.

(a) For the students in the Prepatory Programme for Undergraduate Studies in Japan (at University of Malaya), the selection is based on a special examination conducted by Mombusho. The subjects covered by this entrance examination to Japanese Universities include Science and Arts subjects. These subjects are Mathematics, General Science and World History in addition to Japanese and English.

(b) For private students, Japan Foundation organizes the Japanese Language Proficiency Test in Kuala Lumpur. Ironically Japan Foundation has entrusted this task to a private management and consultant company — Kassim Chan Management and Consultants.

(c) Individual Japanese Universities particularly private universities usually require Malaysian students to undergo Japanese language proficiency courses either in Malaysia or Japan for a period of 1 year before allowing these Malaysian students to sit for the entrance examinations conducted by the various faculties or universities.

The level of Japanese language proficiency tests administered to these students are far below than similar test programmes administered in Japan. The facilities for acquiring proficiency in the Japanese language is very poor particularly for private students. There are hardly any established private institution/organization that conducts courses suitable or of sufficient level to enable students to achieve high scores in the proficiency tests/examinations. Local universities have been offering Japanese language courses but these courses have been taught by visiting Japanese lecturers who are seconded to Malaysian tertiary institutions for short terms. As of July 1990, University of Malaya did not even have a Japanese language instructor. In short the situation for teaching Japanese language skills in Malaysia is deplorable and this is reflected in the poor performance of many Malaysians who have sat for these proficiency tests/examinations. (Therefore this is one area which merits urgent attention on the part of the Japanese and even the Malaysian Ministry of Education (which has plans to increase the number of Malaysians studying in Japanese tertiary institutions).

Despite these setbacks, there is no doubt that Japan will become a more important destination for Malaysian students seeking tertiary education abroad, but the problem is that the Malaysian government has not taken concrete measures or steps and it does not appear to have the 'will' to actively promote and encourage more Malaysians to study in Japan.

PHILIPPINE

The Philosophy and System of Sending Students to Japan: Expectations and Proposals to Japan

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I would like to congratulate the officials of the Kobe University for organizing this symposium. It reflects the broad, international outlook of the University's officialdom.

The symposium, which is aptly billed, "Internationalization and Foreign Student Problems," is a very useful exercise because it would enable Japan to formulate policies and programs that would suit the academic needs and aspirations of foreign students enrolled in Japan. By giving the countries represented here the opportunity to present the needs, problems and idiosyncrasies of the students from their respective countries, Japanese policy-makers would have a better understanding of the problems affecting foreign students in Japan.

The Philosophy of Sending Students to Japan

Until recently, Japan is not a preferred country for tertiary studies among Filipino students. Apart from those who are recipients of Japanese Government scholarships, very few Filipino undergraduate or graduate students choose to study in Japan, especially if their studies are personally or privately-funded. In proportion to the number of the Filipino private students in the US or Europe, the number of Filipino students in Japan is very negligible.

Majority of Filipino students who can afford to study abroad prefers to be schooled in American or European universities whose educational system is similar to that of the Philippines. The Philippines follows the American system of education which is a logical consequence of half a century of American colonization of the country. Thus, Filipino students opt to study in American universities where they do not have to undergo remedial courses to qualify for entry into the next higher level of schooling.

The preference of Filipino students to study in Western schools could be better explained by analyzing the Filipino psyche and culture. Over three hundred years of Spanish occupation of the Philippines and another half century of American colonization had made the Filipino more Latin American than Asian insofar as their mentality and way of life are concerned. These are evident in the Filipinos' preference for Western education, food, music and fashion. Accordingly, professionals schooled in Western universities are accorded higher social status by the Philippine society than those educated elsewhere, notwithstanding if some non-Western schools have higher academic standing. They are therefore assured of a highly-paid and glamorous career than the latter. For studies in Law, Medicine, science and business, Filipinos go to American universities. For studies of the arts and humanities, they go to European schools.

A cursory glance on the Who's Who in the Philippines reveals the importance which Philippine society attaches to a Western education. Leading past and present political leaders in the Philippines, as well as top businessmen, lawyers, doctors and military brass, either had their tertiary education in the West or at one time had their graduate or post-graduate studies in Western universities. In the Philippines, having a diploma from Harvard, Yale, MIT, UCLA, Oxford, Cambridge, University of Paris, etc. is a passport to a successful and prestigious career.

Apart from the status attached to being educated in the West, Filipinos prefer to study in Western schools that offer English as the medium of instruction, and American, Canadian and British universities answer this requirement. Since the Filipinos have facility of the English language and working knowledge of Spanish for reasons already stated, they feel more at home in countries where these languages are spoken.

The high cost of living in Japan and the stringent admission procedures in Japanese universities also explain why very few Filipinos study in Japan. Thus, while Japan's technological advances make it an ideal country to study engineering and science courses, only those who are granted scholarship to Japanese universities under the bilateral or multilateral programs could manage to do so.

There are at present about 413 Filipino students in Japan, 243 of whom are recipients of Japanese Government scholarship, while the rests are private students. This figure accounts for eleven percent of students from ASEAN countries and just over one percent of the 31,251 total foreign students enrolled in Japan as of May 1990.

There are ten Filipino scholars presently studying at Kobe University. Their areas of studies include, medicine, molecular biology, education and engineering. Aside from these scholarship grants, a number of Filipino professionals and government officials undergo training in Japan in the fields of telecommunications, engineering, etc. under the Japan International Cooperation Agency Program. In 1989, some 341 Filipinos were recipients of various JICA training programs.

Several Philippine. universities have also established exchange programs with their counterparts in this country. This has enabled Philippine universities to upgrade the teaching and research skills of their faculty by sending them on fellowship to Japanese universities.

In view of the limited number of Filipino students in Japan, Japan's advances in science and technology and in line with the announced policy of Japan to increase admission of foreign student to 100,000 by the year 2000, the Philippines has sought from Japan more scholarship grants for Filipino students, particularly in the fields of studies like:

1. computers
2. biotechnology
3. engineering
4. agriculture
5. product development technology
6. industrial manufacturing

These technology-related fields of study had been identified by the Philippine Department of Science and Technology (DOST) and by the ASEAN Committee on Science and Technology (COST) as national priorities of the Philippines and which are badly needed by the country to industrialize.

Information on How to Study in Japan

Filipino students desirous of studying in Japan normally obtain information about admission procedures in Japanese schools through the Japanese Embassy in Manila, which could

provide a list of universities in Japan offering courses in English as well as the courses offered in these schools. Friends or relatives in Japan are also source of information.

The Japanese Embassy in Manila also announces in newspapers of wide circulation scholarship open to Filipinos in Japanese universities. Details as to the course or training offered, requirements for admission and the selection procedures are usually provided in the announcement.

Announcement of scholarship grants under existing bilateral or multilateral programs is normally coursed through diplomatic channels, in which case the Department of Foreign Affairs in Manila sends invitations to universities, government institutions and NGO's to submit nominations or announces the scholarship program through the newspapers.

Selection of scholars for bilateral and multilateral programs is handled by an Inter-agency Committee composed of the Department of Foreign Affairs, the National Economic and Development Authority and the Department of Education. Nominees are selected on the basis of their academic standing, aptitude for foreign studies and the probable benefits they or the country could derive out of the scholarship. Aside from oral interviews, official nomination from the candidates' employer or institution is often required.

Since studies under this program are arranged on a government to government level or through a non-governmental organization, the student or scholar is not involved in the selection of his professors. Those undergoing graduate studies are, however, given the option to formulate his program of studies which becomes the basis in the selection of professors by the sponsoring Japanese institutions.

Social and Cultural Adaptation

Filipino students in Japan are likely to encounter initial adjustment problems such as social and cultural adaptation, language or communication problem and financial difficulties.

The difference in Japanese and Filipino culture requires a process of adjustment for Filipino students going to Japan. The Filipino students may find the Japanese way of life to be too regimented, work-oriented and formal compared to the casual lifestyle in America or Europe and to a lesser extent in the Philippines. While Filipinos are basically Asian in features and character, they have acquired much of Western values through centuries of Spanish and American rule. Thus, while the Philippines is geographically closer to Japan, Filipinos are more likely to suffer cultural shock here than in the West.

Filipinos may be as reserved as other Asians, but they could also be outgoing, frank or even hedonistic. They are also cognizant of their rights as a result of the American democratic legacy and may find the Japanese idea of settling disputes by compromise not quite fair. Because of the Filipinos Western-influenced values and because they put much premium on their rights, they may find the environment, when in other Asian or Moslem countries, too stifling which could result in their feeling of frustration, helplessness or resistance. Consequently, their effectiveness or the full flowering of their potentials may not be utilized to the fullest extent.

The process of adjustment is aggravated by the language barrier which hinders the Filipino student's assimilation into the Japanese-social stream. Most of the Filipino students coming to Japan for studies do not have a basic or working knowledge of Japanese language before they come here. Filipino students I interviewed in relation to this exercise say that in spite of the intensive Japanese language courses they underwent before their entry into their studies proper, they could only catch as much as 60 percent of what is being said.

Since Filipinos are familiar with English and other Latin-based languages, they find the

Japanese language difficult to master, because of the absence of standard construction pattern. The students say that since language is tied to a particular culture, mastery of Nihongo could only be attained by having an in-depth knowledge of Japanese culture, something which could not be achieved within the duration of their studies in Japan. In the case of English language skills, Filipino students study them for an average of twelve years starting from the primary schools to the college level. Considering that foreign students in Japan have to learn three sets of basically new alphabets, as well as the phonetics of Nihongo, the pressure alone on learning the language is enormous.

Even those students who have acquired some proficiency in the Japanese language, however, say that their knowledge of Nihongo has not facilitated their assimilation into the Japanese social stream. They find the Japanese society to be closed to foreigners and there is lack of openness to outsiders, particularly to people from Asian countries. They say that the Japanese people could not accept Asian people because deep down they feel superior to them.

The characteristic reserve of the Japanese people, they add, daunt them from cultivating friendship which could take away the homesickness that every foreign student feel in another country. Because the Japanese could not accept them beyond the superficial level, they say they are forced to live a monocultural life or to stick to their compatriots or colleagues from other countries.

For private students, finding the money for their studies is the biggest obstacle. Japan's cost of living is already one of the highest in the world, and private students have to find part-time jobs to be able to defray the high costs of living and studies in Japan. However, this often interferes with their academic activities because they could not devote their full time for studies. The ones more greatly affected by financial problems are those who study outside Japan's major cities. They find job opportunities outside Tokyo and other major cities limited.

Accommodation is another problem which confronts Filipino students. Many find it difficult to get an apartment not only because of the large amount of money required for key money but also because of the Japanese landlords' reluctance to lease their units to foreigners. One Filipino scholar said that after a month of stay in the government-provided quarter he was asked to leave to give way to incoming new students from other countries. But there was no alternative accommodation arranged and he had to find one all by himself without being assisted by the school administration.

In spite of the adjustment problems Filipino scholars encounter in Japan, many of them are contented with living and studying here. They say they could live a little comfortably with the allowances provided to them. They also recognize the openness of Japanese institutions in sharing with them the knowledge, experiences or technology which are often withheld in countries which offer scholarship or training grants to foreign students or professionals.

Proposal to Japan

Foreign students in Japan are likely to play leading roles in their country after completion of their studies. It is therefore to Japan's interest to facilitate the foreign students' adaptation and assimilation into their new environment. Foreign students would help promote goodwill between their respective countries and Japan and help Japan to be better understood by other countries.

To lessen cultural friction, Japan can send young Japanese students to Asian countries so that they could understand the differences in people's culture and tradition and therefore enable them to appreciate cross-cultural interaction. This would help Japan achieve its objective of

playing a larger and more important role in the international community, as well as allay the fears and doubts of her Asian neighbors.

To mitigate the language problem for incoming new students from abroad, it is suggested that recipients of Japanese scholarship should be required to undergo a language training program in their country prior to departure for Japan. This would help facilitate their assimilation into the Japanese cultural stream and help them achieve higher academic standing in their field of study.

SINGAPORE

Proposals for Problems of Foreign Students

Pool-Choon LOKE
Columnist, The Singapore News

According to a Singapore-related organization, the Japanese Ministry of Education offered nine positions for scholarships in 1989, but only five people applied and passed it. More surprisingly, one of those five gave up his study in Japan. He might reject to come to Japan because he got the chance to study in Europe or America.

I wish to point out, first of all, that very few students of the small nation of Singapore with a population of about 2,600,000, come to Japan to study. There are no clear statistics about the number of exchange students, and even asking the students themselves or the Singapore Exchange Student Organization dose not produce anything pertinent. Judging from those facts, it is quite easy to understand why there are so few students from Singapore in Japan.

The government of our neighbor Malaysia, promoting a Look East Policy, has been sending dozens of exchange students and hundreds of industrial technical students every year since 1984 by state funds. Actually in regards to this, Singapore had been promoting this policy earlier, but even having the same policy, Singapore has not placed as much importance to developing talent by sending students to Japan as Malaysia. In a sense, Japan is not a targeted nation for developing talented students (for Singapore) and there has not been a necessity to develop special plans to have students study in Japan. It can be said that we do not have any expectations nor place any importance for study of exchange students in Japan.

In relation to this, Singapore, as a country which promotes elite education, has a rate of students continuing on to university only at 5% (Japan's one is about 40%). One reason why Singapore is not so eager to send students to study in Japan may lie in the fact that Singapore, argued that by educating more of these elite university students, she would have to face social problems like that they would not help the nation, or that there would not be enough work for them thus causing unemployment of them.

On one hand, Singapore is active in sending students to study in Europe and America, and to achieve this, even offers Presidential scholarships to poor students. Therefore, the focus of exchanging students is somewhat on the West, and it could even be said it is targeted on the West. However, looking at this from viewpoint of the Singapore people, it is a natural phenomenon. Lee Kuan Yew known around the world for his strong leadership, is a graduate of England's Cambridge University, and among young students now, the most popular destination to study abroad is Europe and America, the second is Australia and New Zealand, and most likely the third is Japan and Taiwan.

I think that it cannot be changed completely. Singapore has strong tie with England more than 100 years. Our relation with Japan, even including the three years as a Japanese colony, is still short. It is only a fraction of that with England. Due to that fact, the people of Singapore have somewhat a love and respect of England. Therefore, the trend to worship the West is still strong (Recently, owing to the "Look East Program," the term "崇日" meaning worship of Japan has started to be used). In reality, England's influence is still large in everyday life as will as government policies. For example, the national language is Malaysian, but the language most used by the people is English. Therefore, going to Europe and America where English is used has become quite reasonable to us.

In terms of language, going to study in Europe or America does not demand students to learn another language outside English. And also they can enter university and quickly start their studies there. In the case of study in Japan, they would have to study Japanese for at least one year. And another large difference between studying in Japan and in England is that they can finally get their degree after four years of study at university. In effect they would need a total of five years study. On the other hand, they can usually receive a university degree after three years of study in England, and they can receive an honors degree after four years study. In terms of the total number of study years, study in Japan is not advantageous.

Not only are there problems with the period of study, but some Japanese university degrees are still not recognized in Singapore. This means that in Singapore, one having some Japanese university degree cannot become a public official. From the standpoint of students, they wonder why they have to pay a lot of money and spend a lot of time and to what end. This might be a problem for the government of Singapore itself, but I think there are some problems on the Japanese side that need to be addressed. Japanese universities have the reputation of being a leisure land where it is possible to graduate without having seriously studied and the government of Singapore most likely realizes this. Therefore they do not recognize some Japanese university degrees.

Most parents worry about their children's future. Moreover, because they realize Singapore's orientation towards the West, they like to send their children to study in Europe and America. I have also heard of stories of parents, who were persecuted by the Japanese army during the War, and thus having no good feelings towards Japan, oppose sending their children to Japan to study. This trend is also seen in Korea. In effect, there are still many people in Asia who distrust Japan even after 45 years have elapsed since the end of the War.

Moreover, the yen's exchange rate has gone up considerably compared with that long ago. Not only this, but also rises in tuition and inflation by such things as sales taxes are a economic blow to exchange students.

In addition to this, news about Japanese prejudice and coldness to fellow Asians is commonly found in Singapore's mass media (not only in my own reporting, but many articles coming from western news agencies). Of course, on the Japan side, both governmental officials and the civil people do not try to warmly welcome the foreign students. There is no movement to advertize and to offer news for them (this may be because of the limited funds available to foreign students in the Government's budget).

Another large problem occurs when the exchange students return home and try to find work. Compared to European and American companies, Japanese companies do not assign upper staff positions to foreign students. In other words, Japanese companies abroad do not excel in making use of exchange students. Students returning from Europe and America are commonly able to get managerial and quality positions in western companies. But it is hard to see such a case in Japanese companies. Ironically, many small and medium sized companies rather than large companies opening foreign branches have gainfully employed foreign students due to the power of the yen. Apparently there have also been some who were assigned as company president. This is a problem that those large Japanese companies proposing internationalization must consider. The main reason for the slowness of internationalization in large companies lies in problems of personnel management. In effect, the position of company president in overseas branches is invariably controlled by the Japanese head office. Thus, since no real localization ever takes place, it is disadvantageous for foreign students in their career development. Since no real internationalization is taking place with large companies,it harms Japan's policies towards foreign students. Young students in Singapore are most likely to do

research about this situation. Therefore, the trend to avoid study in Japan has grown stronger.

The current lack of foreign students from Singapore in Japan in a sense may become symbolic problems Japan has concerning foreign students. On the other hand, judging from my own experience of studying in Japan and my long experience of staying in Japan, some lesson can be drawn from assessing these problems. Moreover, if this lesson is taken use of, certainly a better system will come about. I would like to predict that the Japanese would be able to smartly get along with foreign students.

THAILAND

The Policy of Sending Students to Study in Japan* — Thailand Case —

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1. The philosophy of sending students to Japan

1.1 Policy in the past

The policy of sending students to study abroad has become an indispensable policy of Thailand which was initiated by the former kings of Thailand with the aim of modernizing the country. The policy has been implemented for more than three hundred years until the present day. In the early stages the policy was not sufficiently clear, i.e. in the seventeenth century during the Reign of King Narai, some Thai students were sent to study the French civilization. The policy was further developed in the nineteenth century to enhance national security at a time of interference from the European nations who founded new colonies in South East Asia. Thailand inevitably became a target of their interest as Thailand was a center of trade in the region. With the foresight of king Rama the Fifth to modernize and strengthen the country along western lines. Thailand sent a number of Thai students overseas for further studies with the expectation that upon return they would work for the government offices. At this time the study abroad policy became clearer, and those who returned became national leaders, playing an important role in the development of the nation.

The Background of the policy of sending Thai students to study in Japan is that, in 1882 when Prince Komatsunomiya visited Thailand on his way back from Europe, an official relationship between Japan and Siam began. The Thai Minister of Foreign Affairs visited Japan and signed an Amity Treaty with Japan on September 26, 1887. The Japanese Embassy was founded in Bangkok in March 1897. Close diplomatic relations between the countries have already existed for more than a hundred years.

In the year of 1903, four Thai boys and four Thai girls were sent to study in Japan under the patronage of the Queen of Thailand (Queen Saowapa) of King Rama the Fifth, on the recommendation of the Japanese Ambassador to Thailand, His Excellency Mr. Inagaki and his wife. The boys studied Industrial Arts at Kuramae Industrial High School or Tokyo Arts school. The girls studied home economics at Tokyo Higher Normal school for women. The number of Thai students study in Japan was very limited at this time. There were only a few more who came to Japan in the year 1919 to study at technological high school and at Tokyo

*with permission of the author, this paper has been arranged from the research titled, *Policy of Sending Thai Students and Officials Overseas for Further Studies with Emphasis on Studies in Japan* of Miss Orachart Suebsith. The academic advisor of the abovementioned research is Prof. Sho Takukura of the University of Tsukuba. The research is very helpful and it contains very up-to dated information since it has been on completed on 10 January 1990.

Technical College. In 1923–1926, two army officials came to study in Japan in the fields of military science at the Japanese Cadet Academy.

The in 1924, Thailand and Japan signed a Treaty of Amity, Trade and Voyage. The number of Thai students in Japan then increased up to 45 persons. There were also various exchanges of visit of high officials and army officers. At that time, although most Thai Students went to study in England, in particular, after the constitutional change in 1932. There were some Thai students were sent to Japan. One of the reasons was to minimize the expenditure. At that time, the cost of sending one student to study in the west was equivalent to five students studying in Japan or in the philippines. Japan also provided a new models for modernization. Moreover, the academic standard of Japan was high already. Therefore, it was advised to further study in either Japan or in the philippines instead. This issue was also discussed in a Thai newspaper that Thailand suffered from economic constraint and that students should be sent to study in Japan instead. This condition resulted in significantly increasing the number of Thai students in Japan.

Country	Number of Thai Students in 1934
England	53
U.S.A.	23
Japan	16
Germany	8
France	6

1.2 Policy in the present

Now that the world's situation has change, and although the colonization policy of the west has terminated. Thailand has to struggle for its future development, not simply national security. We can summarize the reason underlines Thailand's policy of sending Thai students to study in Japan as follows :

1. To prepare personnel for the nations development.
2. To learn the expertise of Japan's economic development provided the advantage of not depending entirely upon U.S. and European countries.
3. The need of the Thai government to have Thai specialists on Japan due to Japanese economic importance. The evidence is that in 1972, there was a students movement to boycott Japanese goods. In the same year, the Thai government set up scholarship programme to send young Thai students to study in Japan. Now those students, after more than 10 years of studying In Japan, are now working for government offices. They are now assistants to high-level Thai officials and their roles are very important to the relationship between Japan and Thailand.

2. How to select a professor / University in Japan

To answer this question properly, first of all it is better to separate students into two categories. There are government scholarship students and private students.

For those student who won Thai government scholarship, there is a number of officials working in the office of the Civil Service Commission (OCSC) who will give them necessary information and render assistance to arrange all kinds of formalities and procedures. However,

Thai government recognize only those universities that have high-level of education standard, in other words, they send students to those educational institutions with good reputation. Two main conditions that are put into consideration of those officials are the level of education standard and tuition fees.

For those students who won Japanese-government scholarship, some Japanese officials in the Japan Information Center will take role as coordinator with Japanese Ministry of Educations (Mombusho). They will give out publications concerning educational system in Japan i.e. *ABC'S of Studying in Japan* and *Life and Study In Japan* etc. The documents submitted by those students will be sent to Tokyo and the arrangement of professors and universities will be decided in Tokyo. The Japan Information Center is playing very important role in providing all kinds of basic informations for those who are interested in going to study in Japan.

There are also a large number of Thai businessmen who are doing business with Japanese i.e. they are a distribution agent of Japanese products or they have joint-venture business with Japanese etc. Many of them send their children to study in Japan with expectation that they will come back with knowledge of Japan and Japanese language ability so that they can carry on business better. In such cases Japanese partner will coordinate in finding college or universities for them. Some of them may learn information of study in Japan from returnees. Also, as mentioned before many of them go to find some information at the Japan Information Center.

3. The pluses and minuses for students being sent to Japan

According to a study of a Thai returnee who is now working in the Ministry of Education in Bangkok, it is founded that there were advantages and disadvantages to the study in Japan. The details of which are as follows :

Advantages

1. There are good facilities such as study rooms, libraries, computers etc.
2. There were able to improve the international relations and understanding.
3. They could broaden their experiences.
4. They were able to obtain first hand information about Japan.
5. They gained a better understanding of the Japanese society and culture.
6. They were able to obtain knowledge not only of technological aspects, but also Japanese way of thinking and management.
7. They thought knowledge of Japan was another advantage for work.
8. They were able to be able to master and use the Japanese language.
9. They were able to gain knowledge about the way of life in Japan.
10. They enjoyed promotion and an increase of income after their return.

Disadvantages

1. Difficulties in conferment of degrees, especially in the fields of social sciences and humanities.

2. It takes a longer time to accomplish their studies in comparison with similar studies in other countries.

3. Professors seemed to be interested in their own research rather than student's education.

4. Narrow points of view of the Japanese people in some area.

5. Language barrier.

6. Rigidity of mind of some conservative Japanese.

7. Insufficient command of both speaking and writing Japanese.

8. The knowledge of English deteriorated.

9. A cessation of salary increases and promotion while on leave.

10. The uneasy atmosphere of Japanese society.

11. High cost of living.

12. Non-flexible educational system.

The major disadvantage of study in Japan, which is common to all Thai students is the language barrier. This may lead to misunderstanding and a reduced ability to acquire full knowledge from Japan. To study the Japanese language consumes valuable time and expends an enormous amount of effort to concentrate on the language study. The courses of study which are currently conducted in Japanese seem appropriate for only those who have an adequate background of Japanese before coming to Japan, or those who have undergone long term study in Japan. The language barrier causes serious disadvantage to Thai student since it will take them much longer time to accomplish their studies in comparison with similar studies in the West.

4. Recommendations to Japanese Authorities

1. The Japanese language problem. Almost every Thai students faces a similar problem concerning how to master the Japanese language and be able to comprehend the language properly. This recommendation is pointed out so that the authorities concerned will review this problem and consider the possibility of adjusting the curriculum of study for non-kanji countries, as well as adjusting the method of teaching and offering more international programmes. At present, international courses of study are limited to certain universities, such as an interdisciplinary course in Policy Science at Saitama University. It will be helpful if more international programmes could be expanded to other universities.

2. The tutoring system. Since the Japanese language has become a great barrier for Thai students to study in Japan, an improved tutoring system could be a considerable benefit to foreign students. To accomplish that fact, it is necessity for tutors to be more systematically selected and closely supervised to ensure that they are actually performing their tasks. In fact, careful consideration should be made in this connection as tutors have the most frequent contacts with foreign students. They represent the Japanese image to them. Hence, for foreign students obtaining a proper perspective on Japan, tutors should be carefully selected.

   The tutoring system has great potential. It should be continued. Term of tutor should be extended for longer than one year to cope with the language barrier of Thai students. Special consideration should be given to the fact that Thailand is a non-kanji country. Thus, the provision of tutors for Thai students should not be the same as students from Kanji-countries.

PANEL DISCUSSION IN THE 2ND SESSION

PROFESSOR SUZUKI AND PROFESSOR KITAHARA AS MODERATORS FOR SESSION

(MODERATOR: SUZUKI) I hope that the speakers will join us soon up front. Since the time has just come and we're running short of time, actually, we would like to go into discussion right away. I ask for your cooperation so that we are able to proceed smoothly in this session.

We have had presentations from seven different countries, and as you have been able to learn about each country. Although we have expected this, we have heard many points from the speakers where the students from these respective countries feel difficulty in studying in Japan. The priority of Japan for these countries seems to be rather low as a place to study.

Of course I believe that this is due to various national conditions, so in this international symposium, I think we should discuss those points that we should improve in Japan. I think we are here to discuss these matters in depth.

So, first of all, let us go over, or sum up the major points of the speakers. First of all, the rigidity, perhaps, of the Japanese education system,although formal aspect, especially in conferment of degrees. I think the request was made that we should be more flexible in this aspect.

Further, regarding education, the issue of Japanese language training and the difficulties involved were mentioned. That Japan is not coming up with sufficient measures to improve on this point.

Perhaps the situation is different in countries where they use kanji or Chinese characters, but if we are to see no improvement in this field, I believe the proportion of the Chinese, South Korean, or Taiwanese students will increase in proportion, thereby making it very difficult to have a well-balanced representation of the countries.

Looking at the actual content of the universities in Japan, I believe Mr. Loke of Singapore has pointed out that it's rather like a "leisure land."

The representative from Malaysia has also presented us various criticisms of the Japanese system. Malaysia has been working with the "Look East" policy, but the question is whether Japan is trying to respond to their endeavors. We have been scolded today by Professor Rajendran.

On the aspect of living here in Japan, not only our economic aspects are important, but the housing and accommodations for the foreign students seems to reflect also the closed nature of the Japanese society to non-Japanese people.

Although this was not specifically pointed out, there seems to be some divergence between how Japanese look at Western people, and how Japanese people look at the other people. Also, the shortage, or lack of information provided about the Japanese system in these countries were pointed out.

All of these issues, I think, are very important and need to be addressed.

Professor Mori has told me that we must end definitely by 5:45. We should perhaps aim at closing the discussion by 5:40. We look forward to a fruitful discussion.

We have received various questions during the break, and we have looked through them, and we feel that we are not able to answer all the questions that we have received. Perhaps we could categorize some questions that are similar, and respond accordingly. I will not mention the questioner's name.

There were some questions regarding facts. Therefore, we should like to deal with these questions first.

First there is the question to the representative from Korea:

QUESTION: Professor Chung has prepared this material, including some tables: The number of foreign students in overseas nations. They are included on Page 64, the year was 1986. Please look at the second row of this table.

In 1986 it was reduced down to a third of the number in the previous year. What is the cause of this? From 1987 to 1989, there has been a gradual reduction in the number of Korean students studying abroad. Correction, from 1988 to 1989, we have observed a reduction. What is the factor behind this scene? What is underlying factors of this decline?

(CHUNG) To tell the truth, I thought it was quite a big problem, but it was the wrong statistics, so something was wrong in these statistics. The policy of students abroad was established just recently. Liberalization of studying abroad was promoted rather aggressively in 1986, under the 6th Republic. As a result, without passing the guarantee or permission of the Ministry of Education, many students went abroad, and we can't grasp the number of those students.

Up until 1985, there were correct and precise statistics. But for the past two or three years there has been an increasing tendency for going abroad without guarantee or permission from the authorities. And this year we are going to correct the wrong statistics through embassies abroad and the Education Ministry.

(MODERATOR: SUZUKI) I understand that these are wrong and they will be corrected from this year through various researches.

And there are questions directed towards all the panelists. After having completed their studies they go back home, and what will happen to them? Particularly from the representative of China there was a high relation of merit and advantages generated by the experience in Japan. But after having studied in Japan and going back home, what will happen? How are they accommodated and welcomed in the home nations? And if they are private students supporting themselves, is there any subsidies given by the authorities?

Those private students studying in Japan, are the Chinese authorities giving some subsidies? Or how are they treating or managing those students in Japan?

(HU) Now first I would like to mention how we receive students coming back from Japan.

In China, in 1982, for the first time we sent graduate students to Japan. Therefore, the graduate students who graduated from the Japanese graduate school in March 1988. So I would like to quote an example of one such students.

They studied very hard, and in order to fully utilize the talent who have studied well in Japan, we made a lot of consideration. For example, through the Embassies we investigated what thesis, what research, the Chines student did in Japan, and we asked the student to send a request in which government office they want to work. And we got such information from the Embassy in Japan, and then inside China, through the help of related colleges and universities, and other research institutions, we sent documents on the students concerning their research activities, and the research results. And, as a result, we could confirm where they should be allocated. Then, later the related organizations gave us the reply, whether or not they can accept the returnees from Japan.

After getting such reply from the relative organization, then we again, through the Japanese Embassy, gave information to the students themselves.

For example, in case Beijing University accepts the returnee, then in that case whether or not that student is for or against such policy of the Beijing University, we ask such a question to the student himself. If the student says "ok, we take, we accept the policy of Beijing University," we again send back the reply from the student himself to the Beijing University.

After confirming all these points, we establish a group of officials to visit Japanese colleges from Sapporo to the southern part of Japan to actually meet the students themselves to interview about Beijing University or other possible study institutes in which the students may work after graduation.

So such confirmation work was done before the student came back from Japan to China. So that all the returnees from Japan can get a job. So we did it successfully for the graduate student sent to Japan for the first

time, and we would like to take this kind of procedure in the future.

As you may know well, we have a shortage of capable personnel, so we contact every student now studying in Japan, and we prepare conditions, surroundings in which returnees can fully utilize their abilities after coming back. With the assistance of the government Education Board, and the personnel government, we plan to set up a better situation where the student can fully utilize his abilities and talent.

And besides, the personnel authority of the Chinese Government has established the Foreign Students Service Center. It is a kind of information organization which mainly serves for this purpose. They always collect information inside the country and transfer the information to the overseas students who are now studying. And they have a kind of feedback, and bring back another information from the overseas student to transmit to Chinese organizations. And again in last November, some officials from those organizations visited Japan to see students studying at colleges and universities from Hokkaido to Kyushu to investigate their requests.

So, we put much emphasis on receiving the returnees who have studied in Japan. So we are now trying lots of things. This is the answer to the first question.

And the second question concerning privately-funded students. We have a liberalization policy, or open air policy, and we put the emphasis on privately- funded students to study overseas; the way to raise personnel. However, there is one condition set for privately-funded students: The first thing is that they need economic guarantee. This is the first condition. And the second condition is that they need Admission Certificate from foreign institute.

Of course it's a case of privately-funded study. So we can say they can study abroad only after the student gets admission, and the student cannot get out of the country without a guarantee of finance. And a guarantee from relatives and parents, or the friends living abroad can be also accepted. Without that, privately-funded students cannot go out of the country.

Without guarantee of economy or finance, the student himself will be in trouble, and also it may also cause trouble in the host country. So this is a kind of strict policy we take concerning privately-funded study.

I think probably the question I want to raise, the matter as you may know well, for example, when privately-funded students come to Japan, after coming to Japan there are no guarantees. This is the current situation. This is our actuality.

Of course it is a difficult problem. In case of China, at the time of examination for privately-funded study abroad, our authority in charge examines the student. All the documents concerned are confirmed by the public securities of China, and when everything is passed, then the passport is given, and then application for Visa will be done. All the privately-funded students have to submit the necessary documents. In case of Japanese person becomes the Guarantor,there is a document by the Japanese people as the guarantee for finance with seal is necessary. So we do not know whether or not it is fake or true. We cannot say for sure it is true or a fake. And we cannot directly confirm this matter with the Japanese Government, so we have to give admission to the student without knowing whether or not it is fake or not.

So we are now trying to do more strict restrictions after having many problems. Thank you very much.

(MODERATOR: SUZUKI) Thank you very much. I think this issue is also common to all the countries.

After the admission and job opportunities, Japanese companies are locating all over the world, and even though those students returned from Japan are able to find jobs in Japanese companies located abroad, there are problems.

The question is whether these students are almost all or totally used as interpreters or translators? This does not specify any specific country, but the Japanese companies locating in Malaysia have said to the Chairman of the Chamber of Commerce and Industry that they are willing to accept all the Malaysian students who have studied in Japan.

So perhaps I should ask the representative from Thailand, Professor Sakda Thanitkul for the situation in

Thailand regarding this issue. For example, when students can speak good Japanese then they will be just utilized as interpreters or something, and they cannot be involved in important business like technological transfer. And there is such criticism coming.

(THANITKUL) Now, I would like to go back a little before talking about this matter. For example, in 1972, the Thai government every year sent five Thai students to Japan. The reason is that there was an anti-Japanese movement in Thailand which occurred in 1972, and since that time the Thai Government considered that they lacked in specialists in Japan, experts in Japan. For example, in the case of discussion between our Prime Ministers and Japanese Prime Ministers we did not have a specialist or expert interpreter. And we did not have an expert in Japan. So that is one of the reasons we started to send the students to Japan.

So every year after finishing junior high school, students are sent to Japan. So they get Japanese language, and knowledge concerning Japan, which could be helpful and useful for the development of our country.

At present, or actually for these two or three years, the Thai economy has grown greatly. So, it has become doubled. The number of Japanese companies investing in Thailand has doubled.

The Managing Director of the Chamber of Commerce and Industry said that there are about 800 or more Japanese companies established in Thailand. However,there are only a few Thais who can speak Japanese. If they are employed by Japanese companies, they would not easily be able to become managerial. So probably they will be used just as a staffs for convenience.

So I do not want to cite example of others. I would like to talk about myself. I now teach at college, university. Of course I have an honored status. However, I am a civil servant ,and our salary level is much lower in comparison with people in the similar profession as us. So, in case invited by Japanese company, and joined Japanese company --- of course at present, Japanese companies lack people fluent in Japanese. And as I specialized in jurisprudence in Japan, my task will be useful for the Japanese company, so my salary will become so high as five or six times the current salary. However, in case if the company's business is getting into orbit, I may be fired.

And another point I would like to add here is that I do not want to be a staff just for convenience,or staff to be used for the sake of convenience. If possible, I would like to be a manager.

So thanks to the Ministry of Education in Japan, many Thai people came to Japan by the Japanese government scholarships, and some have joined Japanese companies in Thailand, but its percentage is not high. This is the answer I can give to this question.

(MODERATOR: SUZUKI) Thank you very much. Then I should like to ask Professor Rajendran. There are many questions to Professor Rajendran. For example: You have dispatched 70,000 students overseas. Why is it that you are not creating more universities in Malaysia instead? This might be a rather severe question. But not only this, but there's a different question. It has been pointed out that Japan is not providing sufficient system for the Malaysians to study in Japan. And yet why is it that there are many privately-funded students coming from Malaysia to Japan? And how is this viewed in Malaysia?

(RAJENDRAN) I'll be very brief. First of all, why not create more universities in Malaysia?

We have the ISA (Inter-Security Act). If I say anything much against my government, I will end up in prison and go back straight.(joke)

Why? In Malaysia education is a political issue. University entrance is on the basis of a quota. Right now we have about 56 per cent of Bhuni Putras and the rest non-Bhuni Putras (phonetic).

So what is happening is that there is a very strong political pressure from the Bhuni Putra community to increase the number of students in local universities. At the same time, there is also a lot of pressure from the Chinese and Indians to increase the intake. So it has become a very sensitive issue. If more universities are

established, then what is going to happen is that the quota system will have to follow. 56 per cent of the total intake must be Bhuni Putras, and 44 per cent non Bhuni Putras. Many of the Bhuni Putras are not very happy. They want 85% to 90%. And at the same time the Chinese and the Indians also want to increase the intake. So the easy way out is to send the students overseas! It's an easy political situation, because politics is sensitive. Education is a very sensitive issue; establishing more universities is very sensitive.

The Chinese community want to establish their own university in Malaysia. The Government says "no". At the same time the government cannot expand the number of universities rapidly because this will become a political issue! If you have money, you send them overseas, so the Americans, the British, Canadians,Syrians benefit, thanks to us.

And the second question: Most of the privately-funded students from Malaysia are Chinese. And this is a very interesting custom. Most of the Chinese students in Japan are Chinese educated in Malaysia. I am Chinese educated, very rare. Maybe one in a hundred thousand. But most of the students who come to Japan are Malaysian Chinese. They are privately funded. The government scholarships are mostly Bhuni Purat (phonetic). So what you are getting now are mostly Chinese students, and since the government encourages because of the political problem more Chinese to go overseas. There are two types of Chinese Students-one from the government schools, one from the Chinese private schools. Those who are from the government schools can afford to go to Canada, to Syria, New Zealand and U.S. because their English is reasonably good.

The second group of Chinese students are from Chinese private schools. They find it very difficult to cope with English in the U.S., Britain, so their alternate is Japan, because of the Kanji system. So that is the reason why you are getting more and more Chinese students or privately-funded students in Japan.

(MODERATOR: SUZUKI) Thank you very much. Looking from our eyes the support given to Bhumi Putra policy seems to have a historical tradition in Malaysia that is inevitable.

But the pressure towards Malay Chinese might be a problem that they are experiencing, but including the wealth, the Chinese Malay people seem to have strong power in Malaysia, and so I think the situation in Malaysis is very complicated, considering the culture and the history.

I believe there are many more questions. We would now like to open the discussion to the floor, and have the comments or questions from the floor on this at this time point. Yes, please.

(EBUCHI) This is a very simple question. I have two questions in mind. One is we have heard about Malaysia, and I have a question to Professor Rajendran.

In your presentation, you have criticized the Japanese system to quite an extent. Also the representative from Singapore, Mr. Loke, has mentioned that the university has become a leisure land.

Our Japanese universities are rather contrary to the German universities, and a PSD's recognition is a question. And in using the foreign currencies, PSD,which is valuable to Malaysia, perhaps that is an inevitable policy to take. If you could, could you elaborate on the reasons why, or how this PSD recognition is being made possible in your country?

And, secondly, if I could have comments from all the speakers. Partially speaking, I think it has been mentioned by some of the representatives, but the merits and demerits of sending students to Japan, what will be the advantages or disadvantages of sending students to Japan? Of course you have mentioned many points already which we have taken reference from. So, from the standpoint of the countries sending out these students to Japan, is there any tendency to carry out a systematic survey of the merits and demerits? Have these studies been conducted already? Or are there any possibilities of these studies being conducted in the future?

I believe you have mentioned personal viewpoints today mostly speaking. Of course I have been able to agree with many points that were raised, but not speaking of anything specific, is there anything in the government which would lead to that sort of a systematic study on this point?

(MODERATOR: SUZUKI) So, Professor Rajendran, please.

(RAJENDRAN) This is a sensitive issue in Malaysia. We seem to be talking about sensitive issues. The PSD is a government organization and this is for the purpose of working or recruitment for the government sector. The government says that students from recognized universities and colleges throughout the world can apply for government positions. This does not apply to the private sector. It is only for employment in the public sector.

The criteria is very interesting. The criteria given by the Malaysian government is that any university that can provide skills compatible and required by Malaysia will be one of the main criteria.

If you ask me honestly I do not know what is the criteria used because some of the colleges recognize --- for example, in some of the countries like the U.S., Versaly, my friend from the U.S., the Japanese who call it "ekiben," and the Americans call it "Mickey Mouse" universities.

However, I've done a very simple survey. I've asked my American professors " have you heard of this college which is recognized by the Malaysian government ? " They said " no, this is a Mickey Mouse university, man." If you ask me, there is no criteria of recognizing universities. Obviously, in Japan, even if you talk about some of the faculties, some of the degrees offered by specific universities, and specific faculties in Japanese universities, even Tokyo university ---Kobe University, for example, is not recognized. An Arts or Social Sciences degree from Kobe University is recognized, economics degree is recognized, medical degree is not recognized.

I do not know what is happening there. What criteria. It's very very difficult even to get a list of all the universities recognized by the Malaysian government in all the countries. It's very easy, they just stand the word "sulate," or "secret" or "confidential." Of course I can get access to that, but I can't review that. This is exactly what's happening there. No fixed criteria. But one criteria that has been used is that if a particular university receives a Malaysian student on government scholarship, that university is recognized. So please offer more scholarships, right, for Malaysian students, particularly government scholarships. And your universities will be recognized.

(MODERATOR: SUZUKI) Thank you very much, and from the floor, could I invite some questions. Yes, please.

(ISONO) I have listened to the discussion on the analysis of Japanese universities as "leisureland." I am engaged in natural sciences, and I belong to the Science Department, and Biology is my specialty. But my department, faculty, is never leisureland. Please understand the situation.

Truly speaking the system of Japanese universities is no good system, maybe.One reason is this, we have got the first two year departmental system which is called Liberal Arts system. It was introduced by the United States and which has presented many many problems to us. But in general, they are not regular ones. And we have got two students from Korea to study in our faculty and they are diligent and hard working and very successful including the two students.

I just wanted to take this opportunity to explain the situation so that you will understand that not all the faculties are leisurelands.

And the point I would like to make is this. From many Asian nations we accept foreign students. They usually focus on medicine or engineering studies. So immediate use is advocated. They focus on the faculties in which disciplines can be used in their businesses and jobs immediately. But more important issue is long term perspective, isn't it? Looking quite a long time and into the future, maybe the future of Japan, we have to input more resources or students in the basic sciences, or basic studies. And how do you discuss decisions on

the part of the country who send the students to Japan?

(MODERATOR: SUZUKI) Do you specify some particular panelist to answer your question, or ask for questions?

(LOKE) Yes, leisureland was presented and I would like to elaborate on my discussion. In some sense, in some aspects, Japanese universities should make more effort for advertising the qualities of their higher institutions and capabilities, and I have experience in Japan. And I wanted to live in the university dormitory inside the campus, but the university didn't offer me a place in the dormitory, to my regret.

Japanese students came and just played around, fiddling about, and drinking about and playing mahjong all the time. So they advised me to find a lodging house outside campus. But it would be more beneficial for foreign students to be together with the Japanese local students, to be integrated into their society. They can deepen their understanding on Japan and Japanese students.

Foreign students are motivated to study hard. I hope there will be a lot of measures to be taken by the authorities for the improvement.

Some years ago, from Southeast Asian nations students were invited to Japan on a scholarship basis. But what was required of them was linguistic capability only. They were encouraged to study the Japanese language only, and they made a petition to former Education Minister Nagai, and then it was corrected and they were allowed to study the other disciplines other than the Japanese language.

Now all the methodology to encourage them to study in Japan should be further enhanced. It's not fully fledged yet. Another issue we have to address is the image of Japanese educational institutions. How are you going to advocate the quality of those institutions to the external world?

Sometimes collaboration might be able to enhance the knowledge and through those application systems, or collaboration systems, you can enhance the communication between the outside world and domestic institutions. Sometimes people exchange notebooks and circulate information among themselves. And I also did it. It was quite a lot of benefit for me. The enhancement of image of institutions should be urgently addressed.

The Japanese authorities and the government should make the utmost effort to improve the situation, so that understanding would be better among the world.

(HU) Let me discuss the situation in China. As was already mentioned, at present many countries send students to Japan, so that students can learn the useful subject like technology, not the theoretical ones.

It is because in China, as I have already mentioned, the Chinese policy of sending students depends on demand. So, according to our national situation, we select the subject. So, according to such subject the student who studies the subject is given scholarship to study in other nations. So, but we do not want to have all the students studying engineering, but also a certain percentage for scientific, or basic, or the cultural subjects.

For example, as a result of the discussion between Japan and China concerning education exchange, from next year we are going to send doctorate students, 40 doctorate students from China to Japan. And from the 5th of October, at the preparatory school of Changchun, we will start language training course for such students, and teachers dispatched by the Japanese Ministry of Education are supposed to teach them. Among 80 people 12 people will major in Liberal Arts issue. And about 10 people will major in basic scientific subjects.So generally speaking, judging from the number sent out every year, about 15% have majored in the Liberal Arts. And about 10% to 15% of students sent out have majored in other basic subjects. And 17% have majored in more practical subjects. This is the situation in China.

(MODERATOR: SUZUKI) Of course according to your plan, you decide the subject on which subjects you send your students. So what about the situation in Indonesia?

(SUTANTIO) I think the question is closely related with the previous question of advantages and disadvantages of studying in Japan.

In the Indonesian experience, the advantages are more numerous than the disadvantages, and for the medium and long term prospects, studying in Japan has so many advantages.

First of all I think that we in Indonesia, because of the cultural background that, aside from studying the science itself, our students experience a cultural experience of working much more harder, more discipline, more diligent. After all we are in the developing countries, and at least for the first or second generation to come, our society needs a kind of personal discipline and hard work. And I believe that the Japanese educational system and Japan's society as a whole would be a good example for us. Perhaps if we arrive at the stage in which individualism is more desirable after one or two generations, we may also branch out to other nations as well.

So, I think the only main disadvantage is the duration of the study itself. I think that a student has to learn the Japanese language first and foremost. But in reality, now being conducted by Indonesia, most of the Indonesian students are government officials, you know. And since Indonesia is the biggest recipient of Japanese aid, there are so many advantages for Indonesian students who graduate from Japanese universities. And also, another advantage is that the Indonesian language is rather easy to learn, and many Japanese, even though they are not studying in Indonesia, they learn the Indonesian language quickly, and so a dialogue between government officials or in the private sector is very much improved recently. And these are advantages for both our countries.

So in short, to sum up, I think the potential of sending students to Japan --- Japan has so much potential, at least in my view, and I believe in my government's view as well. But for the time being, since our government lacks the necessary funds and the private sector also the necessary funds, so we are still unable to send Indonesian students in large numbers to Japan. Thank you.

(MODERATOR: SUZUKI) I thank you very much for your comment. In relation to this particular issue, shall we deepen our discussion?

(THANITKUL) Yes, it was a very important comment. So I would like to take this opportunity to elaborate on my comment. The question you got most students coming to Japan will mostly major in medicine or engineering, and what you are pointing out is quite right.

So, with a long term view, the students will take a very important role in the relationship between nation and nation, and I am from Thailand. So, from Thailand, there are privately-funded students, and government funded students. And the privately-funded students come here through the relationship of business of the parents and Japanese company. And coming back to Thailand, they will again be engaged in their own business, or their family business. And they can speak Japanese, and they do the business with the Japanese people, and that will benefit both sides: the Japanese businesses and them.

And also, they can get a lot of benefits through the company's business. Because of the existence of the companies, both in Japan and Thailand, the economy between the two sides increase.

And then, another point: the government scholarship student, most of the money comes from the Thai government. So after finishing, they feel that they owe scholarship to the government, so the important thing is that just recently, or two or three years ago the Prime Minister of Thailand met the Japanese Ambassador, and he asked the Japanese Ambassador that we wanted to have the Japanese side to construct a bridge near the border with Laos. At that time, the Japanese Ambassador said "no, I cannot say 'yes' or 'no'. I have to ask or I have to wait for the decision from Tokyo. That was the answer from the Japanese Ambassador.

And, on another occasion our Prime Minister again said to the Australian Ambassador "please build a bridge for us." At that time the Australian Ambassador said immediately "ok, yes."

So that Thai Prime Minister had a kind of complaint, and as a result in the Thai newspaper the incident was

carried in the Thai newspapers too. For the coming two years we are seeing a lot of Japanese guests visiting Thailand.

And I will sit beside the adviser to the Prime Minister, and the adviser himself studied in the United States, so he does not know the details about the Japanese situation like Council of MITI, and he does not know who is the adviser of Japanese MITI. So I have to give him advice on them.

And when certain incidents occur, if I'm beside the adviser to the Prime Minister, then I can give my explanation to him. Of course the Japanese Ambassador has not the authority to decide about the budget for the building of the bridge. So I just cited as an example one incident we experienced in Thailand. Of course the system itself is very different. So, the scholars in Thailand are very influential towards government people and other politicians. However, the Japanese scholars are more toward the academic field: writing thesis and writing papers, and Japanese scholars or researchers do not often give advice to the Japanese politicians in comparison with those in Thailand. And Thai scholars have more influence towards politicians.

So, what I want to mention here is that the government scholarship students from Thailand government will feel they're themselves Thai, so they are not in a neutral position. They will side by the Thai government.

But privately-funded students do not mind politics. They just come here on their own money. So, considering the weight of money, the scholarship students by the Japanese government fund owe things to the Japanese citizens and Japanese government. And besides the Engineering Department, or the Medical Department, the Political or Economic Departments should be in consideration for those who get scholarships from the government, and there should be cultural intercourses.

(MODERATOR: SUZUKI) Thank you very much.

Mr. Rajendran, now do you have any comment on this matter?

(RAJENDRAN) I think the situation in Malaysia is very positive for Malaysians trained in Japan.

Our statistics show that there were 40,000 unemployed graduates in Malaysia last year. And of these half of them were from Malaysian local universities and the other half from foreign universities. And most of these students were in the natural sciences, physical sciences, and about 10% from the economics and business administration areas.

There was not even one Malaysian who had a degree from Japan who was unemployed! Unemployment for Malaysians who had degrees from Japan is zero! 100 per cent employment.

That is the trend, and you can see the trend. Although large numbers of students are going to America, Britain, Canada, etc., the fastest growing percentage is for Malaysians coming to Japan. I'm talking about 200 students, Malaysian students in Japan six/seven years ago, and today it is 1,300. Almost 700% increase. No unemployment. I see a very positive future for Malaysians who have degrees from Japanese universities-government scholars as well as private scholars. And the demand will definitely increase. I think Japan has the best bet in Malaysia.

It's a very simple story. 20 years ago when I applied for the Mombusho scholarship, there were five or six scholarships. There was only one applicant, Dr. Rajendran. I was the only applicant. Today for the same scholarship, there are about 20 scholarships, and there are 10,000 applicants! The demand is tremendous! I think for Japan, Malaysia is the best bet in Southeast Asia. I see a very positive trend. And that is the reason why I am also very angry, because the potential is tremendous for both Japan and Malaysis to explore the foreign students' issue. Openings are tremendous. So I feel a lot of positiveness coming from this number of increasing, or this game of increasing Malaysians studying in Japan. It's tremendous.

(MODERATOR: SUZIKI) Thank you very much for your comment. I think it was most severe, although the prospect was rather optimistic. Do we have any more comments here basically?

(HU) Yes, there was a request to elaborate on facts. So in response to that I would like to elaborate on my comment. Time is limited, so in some parts I just focused on the theme issues. But let me further explain my position. There are requests from students studying abroad. There are various themes involved. One of them is as follows: Visiting professors need to have some tenure, guarantee of status and the visa issue is important.

I would like to further discuss it. In China there are three types of dispatching students, one is government issued, and the other is working place issued. And the other ones are privately-funded students. As far as government student program is concerned, there is no problem of visa issuing. But if it is business related student, some problem occurs. When they communicate with institutions in which they study, they have to address the issue of cost or price of research. When they go to Europe or the United States, a joint research program is the target. Therefore, there is no fees required of Chinese students. Whereas in Japan they are required to pay some fees.

But sometimes there is a shortage in the budget, and they can't be accommodated. If the status is a Visiting Professor, a mutual advantage and benefit will be brought about.

Therefore, considering that issue, could you please improve the situation in terms of fees payment, or issue of Visa.

Another issue is the guarantee of status, or sponsorship. And in order to come into Japan, a sponsorship is required. If the Chinese people work in some offices or companies, those places would issue sponsorships, and if it is a school, the Headmasters or the Presidents of the Universities will issue a guarantee certificate.

But authorities in Japan do not accept them as certified documents, or sponsorships, which is very hard for us to understand.

If Chinese people are sent to Japanese offices to work, the traveling expenses and living costs in Japan should be covered by the offices. That is an international custom. I hope that it should be fully identified of its importance.

Inside China, medium management people will be sent as visiting professors, and they are playing a significant role in research and educational systems in China. But application for Visa takes a long, an awful long time, sometimes six months, or sometimes more than eight months.

Japanese professors made an enquiry about it why a country has to wait for that specific Chinese scholar for more than six months or so? And the answer is that the Visa issuing takes an awful long time after having waited six months or so and still it is not issued. It's touches on the problem of issuing a decision in Japan. You can't predict when an official Visa will be formally issued. Because of that uncertainty you can't proceed with research activities carried out.

If it is the case of western nations then 40 days will be taken for Visa issuing, whereas in Japan it is much longer compared with other nations.

And another problem is a misunderstanding. I touched on this theme before. Chinese students come to Japan to study privately, or sometimes are supported by their offices or companies, or sometimes on government related programs. And besides, those who do sometimes come without any support, who are called "shugakusei" in Japanese, and some of them caused some problems in Japanese society.

Whether they are scholarship students, or just "shugakusei" the Japanese press do not make any distinction between them. Then in general the picture of Chinese students living and studying in Japan has been drastically deteriorated.

As a result, there comes the housing issue. They try to find proper accommodation in Japan, but they have difficulty. And some owners or landladies or landlords say "we do not rent our facilities/accommodations to Chinese students. "We Chinese people have a lot of difficulty in understanding the situation.

I have presented actual facts in Japanese society which are exposed to Chinese students. They might have rather negative implications to the future development between the two nation's bilateral relations. I hope that there will be an improvement.

I was in the service of the Education Department of Chinese Embassy in Japan for four years, and I visited 37 prefectures in Japan in total. Chinese students studying in Japanese universities are warmly welcomed, establishing a high evaluation of education. So we should make a clear distinction between scholarship dependent students, and students that are called "shugakusei" who come to Japan without particular support or program.

(MODERATOR: SUZUKI) Thank you very much for presenting that issue of significance.From the floor, is there any other person who has got a question? Now I would like to invite some more questions from the floor. Yes, please.

(KURACHI) I am from Ritsumeikan University, International Affairs Department,and my name is Kurachi. Recently, we are observing the emergence of issue of global environment, including those environmental issues, and collaboration among nations is getting more and more important, and we have to encourage students to be aware of the importance of that issue, and the importance will be increased into the future.

In this particular context, through the experience of the students studying abroad, not only accumulation of logic and expertise in studying abroad, but they overcome a lot of barriers, and they can develop a broad perspective of the world. They can have correct judgment based on a broad perspective, and they can develop human resources, and human relations beyond national borders, which is very very important, I believe.

Individual people have aspirations, and would like to go on and study abroad. Some objective benefits are very important, but apart from those objective, or tangible benefits, those intangible benefits should be important.

There are administrative jobs and issues of cost benefits that we have to address. They are important. But on top of that we have to make effort for the human resource development on a global basis. And it is the time when we should consider the importance of that.

We send students to overseas nations, or we accept them from overseas nations. And when we assess the benefits, or disadvantages, they are sometimes related to the conditions inside the nations. But beyond that scope, we should extend our perspective into a longer time, future.

We should promote globalization of human resources among all over the world,and that is a very important issue relating to the student exchanges program. Do you have any ideas about objectives and concrete measures we should take to this end? Or if you would like to elaborate on this particular issue, I would like to welcome your comments further. Thank you.

(MODERATOR: SUZUKI) Thank you very much for your comment, and the question. Regarding this comment and question, does anyone wish to comment?

Yes, please.

(SUTANTIO) Thank you very much for your very interesting comments on the current issues of the youth of today, of globalization and the environment. But for developing countries like Indonesia, I think certain issues are rather in the backwater in the sense that the priority is such that environmental issues are really of second or third grade priority. Nevertheless from the scientific point of view, for instance of the global warming, then we in the tropical countries may be, perhaps, according to some scientists, the first victim of environmental pollution. That's why we recently are very concerned. And I think Indonesia is one of the few developing countries that has a Minister of Environment, and we are working hard to do what we can to pursue our development in such a way that we very much strive to minimize the effect of development upon the environment. This is not easy, and I think it needs a global effort to overcome this problem of environment. And developing countries are in such a disadvanted state that on the one hand they need to raise the minimal stand-

ard of living of the population. Sometimes we are criticized by the developed nations that we are exploiting too much of our resources while we are maybe one century behind. So what we would like to see is more understanding on the part of developed countries, to see to it that environmental issues should be viewed in a much more broader view, and that close cooperation between developed and developing countries is necessary, to not overcome, but at least to minimize the effect on global environmental destruction. That is my comment. Thank you.

(MODERATOR: SUZUKI) Thank you very much Consul General. Regarding development of global minded people, and especially in view of the environmental issues, the research collaboration between those countries sending out the students, and those receiving the students was pointed out, and I appreciated the comments from both of the people.

I'm looking at my watch, and we only have about five or ten minutes maximum,so . . . As a matter of fact, from the Medical Faculty of Kobe University, we have Dr. Hotta with us. Prof. Hotta, when he was teaching at Kobe University, he had first-hand experience in accepting foreign students from abroad. So I should like to invite Professor Hotta to give us his comments.

(HOTTA) Thank you very much for the introduction. My name is Hotta. I was caught off guard, so to speak. I'm very honored to have this opportunity to speak, as well as a bit surprised.

My experience is rather limited because I'm involved in the medical science,so those students from abroad with whom I came in contact with were all medicine related students. And they were all post graduate students. Further, they were all government officials, or official supported students. They were not privately-funded students. So I hope you would listen to my comment with that kind of a background.

Indonesia, Thailand, the Philippines, Malaysia, Singapore, Nigeria, Brazil, Guatemala, students have come from these countries.

To give you the conclusion, what these seven speakers have mentioned today, I can completely agree with. I think that everything that they have mentioned is true.

When I was young, I spent two years in the United States studying, after which I went to the United Kingdom and Australia studying. So speaking from those experiences, to be quite honest, I will say that Japan still has many many things to do. To be quite frank and honest, I feel that Japan is a developing countries in matters concerning acceptance of foreign students. However, recently the government, as well as the Japanese people at large, and the university people have been making efforts so that the situation is gradually improving.

Professor, Dr. Rajendran, from Malaysia has mentioned awhile ago that in Malaysia the Japanese students are being highly evaluated. I appreciate this comment very much. And the Consul General from Indonesia has mentioned that these issues need to be discussed for one or two generations and we still have to wait for improvement, which was very impressive to me.

So, I have had the pleasure of learning many many things from the speakers today, and I appreciated the fact that frank opinions and views were exchanged so that we are able to move towards the future improvement yet to be seen.

I appreciated the opportunity for speaking to you today. Thank you.

(MODERATOR: SUZUKI) Thank you very much Professor Hotta. I think your comments were very encouraging.

Unfortunately we are almost running out of time. So if there is anyone who needs to make an urgent comment, I would like to give the floor to one person who would definitely would like to make an urgent comment. OK, then you are the last person.

(RAJENDRAN) I love what Hotta sensei just said. It is the sort of enlightenment. Maybe I am being very rude, but I think one of the greater stumbling blocks to hiring more foreign students in Japan are the professors themselves. You're talking about a system; you're talking about the government to government. You're talking about everything except the Japanese professors. In my own experience I found that many of the senior Japanese professors have a very closed door policy. What Professor Hotta said was right. Japan is a developing country. And I think from this point of view many Japanese professors have not internationalized. Their thinking is still from the underdeveloped countries, I think; not even developing countries. Because I think many senior professors don't have the confidence in dealing with foreign students! And I think they should start here today.

So this is my request, my humble request. Although I am very young and rude, I think as professors, senior professors have a very important role. I think they have not played this role very well. And I hope you will open your minds, you have the confidence, take in more foreign students. Part of the problem is YOU professors, thank you.

(MODERATOR: SUZUKI) Thank you very much Professor. Although this is not a question, I believe there is a comment. And to sum up the content of this comment, it says that we should convey the content of the discussions of the International Symposium today to the Japanese government. I'm sure there are members from the Japanese government attending today. So we would like to provide the proceedings of this international symposium to the related parties of the Japanese government.

We have members from Ministry of Education with us as collaborators, and therefore the comments that have been expressed today I am sure will be conveyed to the government ministry through these people. But, in particular, perhaps there were certain attitudes of the young people with regard to the historical past.

There were questions regarding this point, but we have not been able to deal with this. And Mr. Prevos from France had a question about the Malaysian students going to the French Embassy, what they can expect there? What is different with the Japanese embassies, for example. I believe those kinds of questions could be talked over personally during the reception which will follow.

Please excuse us if we were not able to carry out this panel discussion more efficiently. We appreciated the frank comments and opinions nevertheless. And I feel that we have accepted issues that we have not yet realized by ourselves. It seems as though we have been shown in a mirror to look at ourselves.

And I believe all of the comments of Professor Rajendran were shared by all the participants. We appreciate your contribution to our discussion during this session, and we'd like to show our gratitude to all of the speakers and the participants on the floor. Thank you.

The Third Session

"The Present State and System of Accepting Foreign Students in Japan"

—— Problems and Future Perspectives ——

Japan

JAFSA's Activities and Foreign Student Problems and Their Solutions

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1. JAFSA's Activities

(1) JAFSA –Definition and Objectives–

JAFSA stands for Japan Association for Foreign Student Affairs. It is a voluntary organization established in 1968, and its objective is to identify and resolve various foreign student problems in terms of acceptance, education, and welfare of foreign students. Recently, JAFSA has added its scope and been working on problems of Japanese students studying abroad. In the future, JAFSA will be involved in international exchange of scholars, science and culture, as well as exchange of students.

(2) Projects

Major JAFSA's projects are as follows: Sponsoring 1) research seminars in the summer period, 2) an autumn training program for foreign student advisers (cosponsored by the Ministry of Education and the Association of International Education), 3) annual or biannual seminars, 4) quarterly meetings: Sending speakers to the general assembly of NAFSA (the Association of International Educators): Publishing newsletters: Publishing "Guidebook for Persons in Charge of Foreign Students (two editions: accepting students and sending students editions) and: Subsidizing research projects on foreign students and international educational exchanges, which started in 1990.

(3) Others:

In October 1988, JAFSA held an international symposium entitled "From the World to Japan, from Japan to the World," at the University of Tokyo with the auspices of the Ministry of Education and the Ministry of Foreign Affairs, and celebrated its twentieth anniversary. In October 1989, JAFSA was awarded the International Exchange Incentive Prize for its activities from the Japan Foundation.

At the present time, JAFSA consists of about 300 individual members and 54 organization members and expects that many individuals concerned with international exchange of education will join our association.

2. Foreign Student Problems and Strategy to Solutions

The Ninth JAFSA summer seminar entitled "Proposals to Foreign Student Issues for 1990's - Problems and Directions," was held from July 19 to 21, 1990, at the Fuji Research Institute of the Japan Federation of Employers' Association's Talent Development Center, located in Fujiyoshida City, Yamanashi. In reference to the discussions presented at that seminar, I wish to comment on the foreign student problem from the following three perspectives and propose some suggestions.

(1) Entrance Examination and Education After Matriculation

The first problem that we encounter when implementing an entrance examination for foreign students is how to evaluate the Japanese language proficiency of those applicants. An extremely good command of Japanese is not necessarily required in some fields of study, but it is desirable for all foreign students, regardless of their disciplines of study, to understand Japanese beyond a certain level. There are two types of Japanese language proficiency tests; one is administered by individual universities and the other organized by the Association of International Education or the Japan Foundation. The latter is implemented only once a year in December. This period of time has been found not so effective if university schedules are considered, and it is recommended that the test should be provided more frequently.

Programs for Japanese language education should be improved, and cooperation between institutions that provide the programs and universities should be promoted. It is also important to implement programs of Japanese language education in foreign countries so that applicants can improve their Japanese ability within their respective countries and start studying in an university immediately after they come to Japan. In this course, we should also establish a means that enables foreign students to be notified of the university that they will enroll in prior to their entry to Japan.

About the language education after matriculation, we should consider school calender, school curriculum, and educational service. Most Japanese universities organize their curriculum on an one year basis, starting in April and ending in March. Therefore, if we admit September enrollment for foreign students from the West, they will immediately be entangled with credit troubles. The same thing takes place to Japanese students going to study abroad. The semester system is an effective solution for this problem. Some universities have already introduced this system, and some others consider its introduction seriously. The semester system will play a key role in promoting international exchange of Japanese universities.

As for educational service, offering service with high quality is a prerequisite regardless of the nationality of students. First of all, we need to provide foreign students with advisers, counselors, and tutors. Next, we should improve the living and financial conditions of foreign students by providing more accommodations and expanding scholarships. Such service will enable foreign students to raise their achievement and to enjoy a rewarding college life in Japan.

(2) Collection and Dissemination of Information About Study in Japan

The number of foreigners who wish to study in Japan, particularly of those from Asian countries, increases precipitately. The largest problem for those foreigners is the lack of information on Japanese universities. There are not a few cases in which a foreign applicant takes his entrance examination without knowing anything about Japanese universities and which university is suitable for his study. Often, he has come to know about his university after passing the examination. The Ministry of Education, the Ministry of Foreign Affairs, and other organizations concerned offer some information on Japanese universities. The way that they distribute the information is often not systematic or effective.

It is suggested that we should develop a database containing information on Japanese universities as well as overseas educational and examination systems so that we can immediately offer information that applicants wish to obtain. Valuable information

thus collected should be shared among organizations dealing with international exchange as well as universities.

(3) Formation of Basic Vision and Reform of Consciousness on International Exchange

One of the crucial problems on international exchange is that a basic vision has not been formed yet with respect to the international exchange like: why and to what extent we pursue international exchange or do we have to pursue international exchange. It should also be remarked that consensus is not made among individuals concerned with international exchange. It seems that we take only passive and allopathic measures to problems on international exchange whenever we encounter external pressures.

It is not doubt that international exchange is more promoted toward the 21th century. It may not be wise for individual universities and organizations to simply try to expand its international exchange programs. More modest approach by considering its own function and capacity is needed. We should discuss more seriously what we can do about international exchange and build a basic vision on international exchange.

Through such discussions, we can look into our own mind. If we take realities more objectively and respond to our mind more honestly, rather than simply repeating lip service to the word, "International Exchange," we will find a true international exchange embedded in our own mind.

Why Do We Receive Students From Abroad?
An Analysis of the Philosophy Regarding Policies Toward the Flow of International Students in the Japanese Universities from an International Perspective

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1. Introduction

If I understand it correctly, the main purpose of the Third Session of this Symposium is to discuss problems on the philosophy and support system about receiving international students in Japan, and to devise appropriate measures from an international perspective. My task is supposed to approach these problems on the strength of our experiences in foreign student education at Hiroshima University. Rather, I try to approach them from a broader perspective. That is, I wish to examine those problems confronting Japanese universities, on the basis of the fact findings obtained from our nation-wide survey (*1) on foreign students and also my experiences of participating in several OECD International Seminars on foreign students education (*2). By this approach, I try to develop some frameworks for examining the philosophy and system of receiving international students.

Today, the active flow of international students is a world-wide phenomenon. According to the data of UNESCO and OECD, the total number of international students enrolled in higher educational institutions has doubled in each decade from 1960 to 1980, and quadrupled for the twenty years; 245,000 in 1960, 502,000 in 1970, 977,000 in 1980. The data of OECD shows that the total number of international students is 977,000 in 1980. Now, ten years since then, the present total number is estimated well over one million (*4). More than 70% of the total international students study in higher educational institutions within OECD countries. The top ten receiving countries are all located in the West, and the number of the total international students studying in these ten countries is 654,813, making up 66.8% of the total international students in OECD countries. The number of international students by country is considerably unbalanced. According to the

data of 1980, 64.3% of the total international students are concentrated in the following five countries; the U.S. (342,110, 35%), France (133,843, 13.7%), West Germany (76,918, 7.9%), England (42,267, 4.3%), and Canada (32,625, 3.3%). The ranking of these five countries remained unchanged from 1970 to 1980, while the share of these five countries increased from 50.5% in 1970 to 58,6% in 1980. The concentration in these countries is growing strong year after year. Above all, the U.S. is superior to other countries, and its percentage has been increasing since 1970.

Such a concentrative trend in international students as seen from 1970 to 1980 seems to remain now in 1990. I had a chance to visit these five countries except Canada this spring, and obtain the up-to-date data of each country. According to these data (1988/1989), the number of intonational students is 366,354 in the U.S. (*5), 124,975 in France (*6), 86,666 in the West Germany (*7), and 65,800 in England (1887/88) (*8). The data of Canada is not available. Japan accepts 31,251 international students as of May 1989 and seems to have risen to the sixth after Canada.

The "explosion" of international students has had tremendous impacts on the policies of the governments and institutions in host countries. One of the two noteworthy impacts is that the policy of receiving international students, which used to be at each institution's discretion, has become very important as a national policy. The other impact is that each institution is forced to frame definite policies and take measures for international students who have been accepted on the laisseez-faire basis.

It has been a matter of course for universities that have promoted the international exchange under the slogan of "intellectual universalism", and "intellectual internationalism" to accept international students. They have hardly asked themselves why they have to accept foreign students and how to educate them. However, the recent rapid increase of students from abroad has changed the circumstances in the host countries, demanding their governments and institutions to reconsider the philosophy of accepting international students and to develop various programs to support them. Each country takes various measures to meet the situation, reflecting the difference in history and experience of accepting international students and in the financial conditions of the

country. Some countries take a policy of control or strict selection, some promote accepting international students, and the others maintain the same policy as before. However, what is common to all the countries is that the international student problem is now a matter of primary concern. This is evident in the fact that OECD has attached importance to the international student problem in recent years.

Japan accepts only 30,000 international students at present, but it hammered out a plan of "100,000 foreign students by 2,000." Therefore, it can be said that Japan is one of the most active countries in accepting students from abroad. In Japan, the government takes initiatives in increasing international students, and universities make efforts to meet the need of the government in order to promote "internationalization of universities," which is the national goal. For example, at Hiroshima University where 436 international students from 45 countries study (26 undergraduates, 228 graduates, 169 research students, 13 Japanese language trainees) (*10), the Center for International Education and Exchange was established this spring to support education and research of these students through the efforts of the university and the Ministry of Education. The graduate program was also opened in the Japanese Education Course of the Department of Education. Similar efforts have been made at other universities.

However, if the number of international students increases at a present rate, it is doubtful if institutions can cope with such an increase in terms of both hardware and software. "100,000 foreign students" goal means a triple increase of the present number. Even Hiroshima University only is supposed to accept more than 1,300 international students by the end of this century. This figure may not be surprising. Not a few universities in foreign countries accept more than 1,000 international students, and, even in Japan, over 1,000 international students are enrolled at the University of Tokyo. However, if we imagine the situation in which quite a few Japanese universities receive more than 1,000 international students, we cannot but think that serious problems would confront those universities, even only with respect to the dorms for students. Universities are required to be well prepared for the situation that may come soon.

Then, how should they be prepared? First of all, I think universities should recognize the significance and goals of foreign student education. Now we are in the honeymoon stage, where we are occupied by an illusion that "Internationalization of University" will progress automatically only with the presence of international students, and we seem to take internationalization as a fashion. We now welcome any international student under the slogan of "internationalism," but who can be sure that "nationalism" will not rise to eliminate them when their number swells many times the present number. Great efforts toward the true internationalization should be made when we recover from this illusion. That is, in order to realize the true internationalization, we have to consider the following fundamental issues; why do we have to accept international students and how should we educate them? Then, right understanding and prospects about the realities that surround international students will be made clear, and, eventually, philosophy on international student education and effective strategies to put the philosophy into practice should be hammered out.

Are Japanese universities prepared for such a situation? To be honest, I am afraid not. We need to be well prepared for any situation in the future, and I believe this symposium was planned based on such an idea. Therefore, I wish to discuss the following two points here. One is to review how the Western countries, which have a long history of accepting international students, have considered the purposes and goals on overseas student education, and if they have changed their concepts in accordance with the popularization of international students. Examining these questions, I wish to draw what we can learn from them. The other is how we should treat international students. Particularly, I wish to focus on the relationship between Japanese and international students and their associations in the course of education and life.

2. Typology of Policy Goals of International Education

What are the goals of education for international students? According to our above-mentioned survey (See foot note (*1)), many of the presidents and deans of Japanese universities pointed out "assistance to developing countries", responding to the question;

"why do you accept international students?" This answer seems to reflect the fact that Asian students command an overwhelming majority among international students in Japan. Quite a few of them also wish international students to facilitate "vitalization of education and research", "internationalization of university," or "promotion of international understanding among Japanese students and University staff" (*11).

Then, how have the Western countries which have rich experience of accepting students from abroad spoken of their goals? The Institute of International Education (I.I.E.) set a precedent for the goals of foreign student education in the 1950's when the U.S. began to accept Asian students. I.I.E. found the following four goals:

(1) To advance the candidate's personal and professional development;

(2) To prepare the candidate for service to his home country through acquisition of additional knowledge and skills;

(3) To promote international understanding; and

(4) To contribute to the advancement of knowledge through cooperative study and research with professional colleagues in the United States.(*12)

All the goals are understandable, and if we replace "the United States" with "the host country" (the receiving country), these goals will fit into any host country. (1) intends education to develop expertise which can be utilized regardless of nationality or culture, while (2), (3), and (4) have something to do with international interdependence and cooperative relationship. In recent years, German experts found the following visions to be considered with respect to the goals of foreign student education in Germany:

(1) A vision based on academic and cultural policy that aims at making German language and culture understood by other countries.

(2) A vision based on diplomatic policy; assistances to international students will help Germany to build friendships with other countries in the future:

(3) A vision based on assistance policy to developing countries: and

(4) A vision based on civil liberty; accepting international students means offering opportunities for education to the people who are deprived of the right of education by various kinds of discrimination.

Based on those goals and visions stated above, we can generalize the following four models concerning the concepts and goals of receiving students from abroad.

(1) Personal career model:

(2) Diplomatic strategy model or Foreign aid model:

(3) International understanding model: and

(4) Scholastic network model.

Which model is regarded as the most important would depend on host countries (institutions) and varies from one time to another. The United States have attached importance to the model (2) after World War II, because accepting foreign students was supposed to contribute to the assistance to developing countries and to the friendly relations with other countries. Such a view was common to the Western advanced countries and still remain important. Our questionnaire survey also shows that these models were supported by university presidents and deans (*14). However, I observed at recent OECD International Seminars that a significant change appears to be progressing in recent years, as a result of the explosion of international students, and new models are being established. We may point out at least the following three new models:

(5) Partnership model:

(6) Customer model: and

(7) Global community model.

In addition to such new models, we also observe qualitative changes in some of the existing models. "Partnership model" can also be named as "Reciprocity model." It was developed at the 1988 OECD/Japan Seminar in Hiroshima (*15). This model sees international students not as mere objects for transmitting knowledge and skills produced by the host countries but as collaborators to seek after truth through cooperative work. Actually, universities often benefit from international students in the course of education and research, and it is evident from my experiences. If we consider the historical

background of intellectual universalism which characterizes the inherent nature of academic activities conducted by the university, this model may not be said to be entirely new. But the concept of partnership here has more positive and international implications for "internationalization of the university." Along with the student exchange, the popular dichotomy of sending and receiving countries tends to be related to an argument on the clarification of who benefits and who does not, often implying that the sending country has more to benefit. The partnership model, however, refers to a description of the nature of the benefits received by both countries.

"Customer model," as it seems to me, has emerged from the so-called "cost-benefit" issue of international student education. This model sees the students from abroad as part of financial resource for stabilizing finance in higher education. This well-known "full-cost policy" for overseas students adopted by some of the Western countries represents this model. This model may look like a Copernican shift of the concept of international students in the eyes of those who are accustomed to the popular foreign aid model of international students. However, it is interesting to note that this model may render university reform (to a certain extent) inevitable, for customers will likely make demands to the university for a guarantee of high quality education and sufficient international student support systems. Under this model, universities should become sensitive enough to identify what the customers' needs are. If universities ignore the customers' needs and treat them as a mere stop gap for the decrease in the number of their own students caused by the declining birth rate, they will be inevitably confronted by the customers' rebellion.

Lastly, "Global model" is a model closely related to model (3) on international understanding but more positively oriented toward the global community. This model was first suggested at the OECD/Hiroshima Seminar (1988) and further recognized at the Hannover Seminar (1990) where programs and policies for international students were evaluated. The model emphasizes the significance of international education as a means of cultivating international awareness and developing a global citizen identity. At the OECD/Hiroshima Seminar, a new opinion was also presented. At this time of such an active flow of international students, we should think that universities are the common

properties of the world, where "Children of Mankind" from all over the world, including domestic students, are to be equally educated (*16). Such an opinion may be too radical at the present stage, but its philosophy can be quite understandable. "Erasmus Plan", which will start among the EC nations in 1992, is said to be a milestone for realizing such a new opinion. Since this plan is an experiment limited to the EC, it is yet difficult to predict what influence the plan will eventually have on the Third World and whether this will immediately lead to the formation of global community.

Another interesting and significant change is the one related to (3) International understanding model. It can be appreciated that the promotion of international understanding has been perceived by many concerned people in the host countries as one of the most important goals of international educational exchange. However, we should not overlook the fact that the emphasis on international understanding in host countries has tended to be a one-way process. That is, by "international understanding," it has often meant that students from abroad should learn the host country's culture, but not vise versa. In other words, it did not necessarily mean that the host country's people should also learn about foreign culture through close contacts with overseas students as well. Even if there was such an idea on the part of the host country, it often was treated as only secondary. We observe a notable shift in this respect, however. It was very impressive that many participants at the OECD/Hiroshima Seminar in 1988 have emphasized the importance of the intercultural understanding model as a "two-way process", which implies that promotion of international understanding on the campus is not necessarily for international students only, but also for domestic students as well. The realities of Japanese campus life are far from such an ideal stated above. It is said that many of regional schools in the U.S. are getting eager to utilize international students as living examples of other cultures. In Japan, it is reported that similar attempts have been made at elementary and secondary schools in some large metropolitan areas like Tokyo and Osaka, though very slowly. On university campuses, however, most Japanese students are indifferent to international students, and the exchange between them is very inactive, even though there are international students close to them. This inactive exchange is

evident since "why don't Japanese students make friends with foreign students" is a research theme in the fields of transcultural education and intercultural psychology (*17).

Contribution to the international understanding in this sense may be a secondary objective to come to Japan for international students except those who study Japanese language and culture. Having international students help us with international understanding in the community will also contribute to the mutual understanding between Japanese and international students. This must be financially backed up. In the future, we need to establish a system of paying international students for their contribution like this.

In summary, as for the goals of international education, I am particularly interested in the emergence of new models and improved concept of international understanding, for I feel the development of a common ideology underlying these changes, i.e., recognition of the new concept of international education as a "two-way process." Unlike the foreign aid model which tends to be dominated by a "one-way process" view, the newly emerging partnership model is characterized by a "two-way process" of international exchange which emphasizes that both will benefit from each other. I think that this is a new paradigm for international education.

Although these seven models just mentioned above are not mutually exclusive, they may become conflicting under certain conditions. We will examine such cases from a somewhat different viewpoint.

3. Integrationism versus Separatism in International Education System

Here I would like to suggest a set of opposing ideologies worth considering in order to further the argument on the philosophy and policy for students from abroad, that is, "integrationism" vs. "separatism." Integrationism is institutional policy pertaining to the treatment of students in which both international and domestic students are handled equally, with no clearcut distinction between the two categories of students, in terms of various programs to support students, including scholarship, accommodation, curriculum and teaching arrangement, guidance and counseling, preparation of thesis, etc.

In contrast, under separatism, special consideration and treatments in those terms just mentioned above are provided exclusively for the benefit of the former, e.g., special financial programs, separate accommodations, separate courses, separate standard of evaluation, separate support systems, etc. Separatism is based on an assumption that international students are apt to be disadvantaged in the host country because of the cultural differences which often produce difficulty. Adjusting to the new environment in terms of academic as well as community life urges the need for special institutional arrangements in order to help ease their tense situation.

On the practical level, there could be partial integrationism and also partial separatism. Traditionally integrationism has been a basic principle in European universities, although it might be more appropriate to say that European tradition is based on a "laissez-faire" policy rather than intentional integrationism. Japanese universities are at present characterized by separatism in large part rather than integrationism. The Japanese separatism is justified by the idea that if we intend to respond elaborately to a variety of needs of international students, special consideration is unavoidable. However, special treatment, as exemplified by separate dormitories and special courses provided for the benefit of international students with the purpose of compensating their handicaps, will inevitably place them in a somewhat different system from that of domestic students. In its extreme form, there is a risk of "ghettoing" international students. This may be the major reason for that a policy of separatism tends to have a negative tone in western countries. Idealistically, full integrationism is desirable for university education that is regarded as a common property of the world, but under the circumstances like in Japan, full integrationism would only inflict disadvantages upon international students.

The issue of integrationism vs. separatism expends to the issue of language used in instruction for international students in the Japanese institutions. Generally speaking, it is essential for international students to acquire a sufficient ability of the host country's language in order to complete a degree program. However, the problem is not that simple in the case where the language is not as internationally popular as English. It takes allegedly much longer time to master Japanese, as compared to other internationally well-

known languages. Some international students in Japanese institutions complain that, because of this language problem, it takes longer time to acquire professional knowledge and skills and finally to obtain degrees, as compared to western institutions (*18).

Considering the very "need" of international students for degrees to be granted in limited periods of study, several institutions in Japan have attempted course offerings in languages other than Japanese (usually English) and/or have allowed these students to write theses in these languages. (Such institutions include the Department of Naval Architecture and Ocean Engineering at the Faculty of Engineering in the case of Hiroshima University.) Justification for such a separatism can be seen in easing their load in acquiring Japanese. The propriety of offering special courses for international students in English language, however, has been a controversial issue in Japan in recent years.

There is of course an argument against the idea of allowing non-Japanese languages to be used for the benefit of international students in Japanese institutions (*19). The critical opinion comes from the philosophy of intercultural understanding (model (3) in our scheme) which is grounded on the belief/idea that the purpose of study abroad should be not only to obtain professional knowledge and skills in the host country but also to learn the culture of the people which has produced and supported scientific development. Thus, for cultural understanding, acquisition of the host language is a must. This opposing view leads to integrationism. It seems to me that the conflict of philosophy between integrationism and separatism concerning fundamental policy toward the flow of international students raises an important question about how we should perceive the "needs" of international students. I feel that this question involves the essential nature of international education. The principle of flexibility which excuses partial separatism/integrationism will be the only practical solution to this issue under the present circumstances, though it is not an easy matter to decide which "part" could be separated.

4. Summary and Conclusion

Facing the tremendous flow of international students unprecedented in human history, the age of "laissez-faire" policy has reached its end, and, instead, the establishment of governmental policy regarding international students has become an essentially important task for the receiving country. This policy-making is closely associated with not only scholastic and cultural development but also other functions of the government, such as diplomatic relations with the sending countries, financial situations of both host country and international students, policy for international cooperation and development of resources, and so forth. Keeping pace with the government, receiving institutions are also urged to make conscious efforts of building their own philosophy of international education rather than taking it for granted.

This appears to be the main task for internationalizing the university (*20). Such efforts should be focused upon improving the quality of education, of which target should not be restricted to international students but should include domestic students as well. Universities in the world have already been involved in a severe world-wide competition for highly talented "customers". Only those universities which have succeeded in guaranteeing students from all over the world as well as from their own land for quality education will be able to survive in the age of such competition.

(*1) The survey indicates a questionnaire on various problems in accepting international students at national, prefectural, municipal, and private universities, conducted in 1988 by the Research Institute for Higher Education (RIHE) to which the writer belongs. For further details, see Ebuchi, Kazuhiro (ed.), "Ryugakusei Ukeire Daigaku no Kokusaika, (Receiving Foreign Students and Internationalization of Universities-A Report on a Questionnaire Survey)," RIHE, Hiroshima University, 1990 (in Japanese).

(*2) The International seminars here indicate the OECD/IIE International Seminar held at Albany, N.Y. in October 1987, and The Second and Third OECD/CERI International Seminars on Higher Education held at Hiroshima in November 1988, and at Hannover, Germany in April, 1990. The OECD/CERI International Seminar is held almost every three years since the First Seminar was held at Zoetermeer, the Netherlands, in 1985.

The member nations report the trends in receiving foreign students, discuss the current problems of each country, and exchange their opinions. The next (Fourth) International Seminar is scheduled to take place in Yugoslavia. For further details of the Seminar at Hiroshima, see Ebuchi, K. (ed.), "Foreign Students and Internationalization of Higher Education;" Proceedings of OECD/Japan Seminar on Higher Education and the Flow of Foreign Students," RIHE, Hiroshima University, 1989.

(*3) Base on: UNESCO, "Annual Statistics (1965, 1970, 1978-79, 1982, 1984, 1986, and 1987)," and OECD/CERI/IE, "Innovation Exchange Seminar on Higher Education and the Flow of Foreign Students: Background Report," Zoetermeer, the Netherlands, 11-13 November, 1985. For the comparative data of each country based on the materials above, see Ebuchi, K., "Ryugaku no Sekaiteki Dooko - Kuni Oyobi Kikan Reberu no Seisaku, (World Trend of Studying Abroad - National and Institutional Policies)," Kotokyoiku Kenkyujo Kiyo (RIHE Review), Vol.12, 1990, pp.9-17 (in Japanese).

(*4) Ebuchi, K., op.cit, 1990.

(*5) Open Doors 1988/89, "Report on International Educational Exchange," New York, Institute of International Education, 1989.

(*6) Note d'Information, "Los Etudiants de Nationalite Entrantere," Paris, Ministere de l'Education Nationale de la Jeunesse et de Sports, 1989.

(*7) Basic and Structural Data, "Education Statistics for the Federal Republic of Germany 1989/90," Bonn, Federal Ministry of Education and Science, 1989.

(*8) "Students from Abroad in Great Britain 1973 to 1987," Statistical Bulletin, Department of Education and Science, July 1989.

(*9) "Wagakuni no Ryugaku Seido no Gaiyo (Outline of Foreign Student System in Japan)," The Ministry of Education, International Academy Department, Foreign Student Section, 1990.

(*10) The distribution of international students at Hiroshima University by financial source follows; 180 Japanese Government Scholarship students (5 undergraduates, 25 master's course graduates, 82 doctoral course graduates, 58 research students, 10 Japanese language trainees): 31 foreign government-funded students (6 undergraduates, 6

master's course graduates, 13 doctoral course graduates, 3 research students, 3 Japanese language trainees): 225 privately-funded students (15 undergraduates, 68 master's course graduates, 34 doctoral course graduates, 103 research students, 0 Japanese language trainees).

(*11) Ebuchi, K. (ed.), op.cit., Chapter 4, 1990.

(*12) Committee on Educational Exchange Policy, "The Goals of Students Exchange," New York, Institute of International Education, 1955, as quoted from Steven E. Deutsch, "International Education and Exchange: A Sociological Analysis," Cleveland, The Press of Case Western Reserve University, 1970, p.61.

(*13) Schaeper, Hildegard and Schnitzer, Klaus, "Problems of Foreign Students in Federal Republic of Germany," Expert Paper for the OECD/CERI International Seminar on Higher Education and the Flow of Foreign Students, Paris, 16 August, 1988.

(*14) Ebuchi, K. (ed.), op.cit., Chapter 4, 1990.

(*15) The partnership model was first introduced by Douglas Windham who took charge of the summary speech at the Hiroshima Seminar. For further details, see Ebuchi, K., "Ryugakusei Koryu to Daigaku no Kokusaika no Kadai, (The Exchange of International Students and the Internationalization of Universities)," Report on the Third OECD International Seminar, Daigaku Ronshu Vol.19, RIHE, Hiroshima University, March 1990, pp.53-74, and Windham D. M.,"General Rapporteur's Report," in Ebuchi, K.,(ed.), op.cit., 1989, pp.262-287.

(*16) See Philip G. Altbach, "The New Internationalism; Foreign Students and Scholars," a background paper distributed at the OECD/Japan Seminar on Higher Education and the Flow of Foreign Students held in Hiroshima, Japan, Nov. 8-10, 1988.

(*17) See Yokota, M.,"Ryugakusei to Nihonjin Gakusei no Shinmitsuka ni Kansuru Kenkyu, (Research on Intimacy between Foreign Students and Japanese Students)," Paper for the 11th Convention of Transcultural Education Association, May 1990, Hoso Kyoiku Kaihatsu Center, scheduled to appear in Ibunkakan Kyoiku (Transcultural Education), Vol.5, Transcultural Education Association.

(*18) See, "Gaikokujin Ryugakusei Ukeire no Kihon Mondai ni Kansuru Chosa Kenkyu, (Survey and Research on Basic Problems of Receiving Foreign Students)," Committee on Foreign Student Problems, Nagoya University, February 1988.

(*19) See Kawano, S., "Gaikokugo ni yoru Ryugakusei Kyoiku, (Foreign Student Education by Foreign Language)," Gakujitsu Geppan, Vol.43, No.7, July 1990.

(*20) The concept of internationalization of universities, which was suggested at the OECD/Hiroshima Seminar, follows: "Internationalization (of higher education) is a (acculturative) process by which the educational provision of a higher education system becomes more sophisticated, enriched, and broadly applicable to students from all backgrounds and countries, emphasizing especially the possibility of development of programs which are internationally and cross-culturally compatible, with a view toward providing all students with experiences and training necessary to develop skills for life in a world characterized by increasing international exchange." (Ebuchi, K. (ed.), 1989, op.cit., p.46.)

Japan

Present Conditions and Problems of Accepting Foreign Students (Case of Tokyo Institute of Technology)

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[Present Situation about Foreign Students at Tokyo Institute of Technology]

At the present time, about 500 foreign students are studying at Tokyo Institute of Technology (TIT). This accounts for 7 % of the total students of 7,000, and this percentage is considered one of the highest among Japanese universities. Most of our foreign students are either from Kanji countries or ASEAN countries, although the number of students from the U.S. and Western Europe is also increasing. Table 1 shows the distribution of foreign students at TIT (by country). Chinese students constitute over 40 % as ever, and students from Taiwan have decreased slightly, while students from ASEAN countries increase steadily. The ratio of foreign students is higher in graduate schools, particularly in doctoral programs. It reveals that Japanese doctoral degrees have come to be accredited by other countries. As most research students wish to continue their studies at the doctoral course, problems on education to foreign students center on the graduate school.

Undergraduate foreign students learn Japanese much more easily than older graduate students; in fact, by the time when they move to junior, many of them have a command of Japanese almost as good as native Japanese students. Because of the strong command of Japanese, these foreign undergraduate students, after they return home, often play an important role as a go-between for promoting friendships between Japan and their countries. We wish to accept more undergraduate students, but government scholarships for undergraduate students are yet very limited as compared to those for graduate students. The number of self-supported undergraduate students also remains very small for the past several years, because it is very difficult for them to pass our very competitive entrance examinations, despite a special quota reserved for those foreigners.

[Acceptance of Foreign Students]

In Japan, the entrance examination plays a key role for maintaining individual universities' academic standards. Entrance examinations into undergraduate schools are incredibly competitive and have turned almost to be a social problem. For foreign students, it is extremely difficult to compete with Japanese applicants. At TIT, we provide a special selection system for foreign students to remedy this problem. Prior to the formal application, all foreign applicants must take the unified examination and Japanese language proficiency test (Level 1), both administered by the Association of International Education. Requirements for the formal application are to make over 200 score out of 400 full marks on each test. We give our entrance examination on the five subjects of mathematics, physics, chemistry, English, and Japanese. Each department also gives an oral and an essay test, too. Each year, about 10 to 15 out of 30 to 40 applicants are admitted.

As for the graduate school, foreign applicants, both for their masters and doctors, have to take the same entrance examination as Japanese applicants. However, those applicants who have already studied as a research student can apply for a special selection, if they are recommended by their academic advisors. Under this special selection, their academic and research capabilities and performance as a research student in addition to their test score, are taken into consideration. There exists a strong opposition, however, that we should stop the special selection in order to keep the quality of graduate students as desired. Accordingly, the number of graduate students admitted through this special selection decreases recently. Furthermore, some departments act very cautiously when they accept a research student, in which they set up a special oral test given by professors in the department concerned.

[How to Elevate Foreign Students' Quality]

Although the number of foreign students increases steadily, it is widely said that the most excellent students in developing countries go to the U.S. and Europe, and the second best students come to Japan. The language barrier is one of the largest problems,

but there are many other problems to be resolved. Let us take up some of those problems.

1. Reduction of Duration of Study

It takes full four years for a foreign student to complete just his master program: one year for practicing Japanese language, one year as a research student, and two years in the regular master program. If he wants to proceed to the doctoral problem, it will take a total of 7 years before the completion of his study. Such a long duration of study required, much longer than that required in the U.S. or Canada, certainly discourages foreign students. We may as well develop more Japanese language programs in foreign countries so that we may immediately accept those students who have passed the Japanese proficiency test (Level 1) and entrance examination (or inspection of personal records as an alternative), both conducted in respective countries. Enrollment in September is also of serious consideration. Entrance examinations are very tight in Japanese universities, but, once accepted, professors try hard not to let their students drop out. Therefore, Japanese professors tend to be very cautious when they accept foreign students. This is particularly evident when they accept doctoral students since requirements for dissertation are very stringent. This remains a very difficult problem to resolve.

2. Financial Problems

There is little financial problem seen for students with the government scholarship, because they receive stipend enough to carry their studies and are exempted from tuition fees. On the other hand, many self-supported students coming from developing countries have financial difficulties because of significant difference in price between Japan and their countries. Fortunately, with the increase of such foreign students, quite a few private foundations have been established recently in order to support them. Now 41 % of self-supported foreign students receive scholarships from these foundations. However, most of the scholarships are not sufficient to cover all the living expenses that they need; so they still have to work part time. In large cities like Tokyo, it is not so difficult to find a part time job. Some kinds of jobs like building cleaning on Sundays or night work at restaurants are not always recommendable. We need to make efforts to find

more appropriate jobs for them. Recently, some companies offer jobs like computer programming to foreign students. Such jobs are preferable as they can use their expertise, and work hours are flexible.

3. Employment of Foreign Students

In the past few years, the number of students who wish to work in Japan after their graduation has increased rapidly. Table 2 shows data of the past three years about foreign students' employment. The number of total graduates remains approximately the same, but the number of those who got in position in Japan has doubled each year. Many of those graduates work in manufacturing industry, particularly in fields related to electrics and electronics, and, some work in tertiary industry like banks, thinktanks, and supermarkets. There are also cases in which foreign graduates remain in academia and work as research associates. At this moment, TIT has three former foreign graduate students, all with their doctoral degree received, who now work as research associates at departments of electrical and electronic engineering.

Countries like the U.S. or Canada, where a foreigner can find a decent job relatively easily as long as he is competent and eventually can acquire a citizenship, are the most attractive destinations for young people coming from developing countries. We should reform our legislature for foreign workers and also change Japanese view on the employment of foreigners. Otherwise, Japan cannot be a place where good foreign students are willing to stay and work after graduation.

[Future Prospectives]

It is difficult to forecast whether or not a former prime minister, Mr. Nakasone's promise: "100,000 foreign students by the turn of the century," can be achieved. We receive more students not only from developing countries but also from the U.S. and European countries, who come to Japan to expose themselves to a society highly competitive in industry.

Foreign students are not included when counting the number of students, based on which the government appropriates budget for running national universities. There are essentially no facilities allotted for foreign students. If the ratio of foreign students

reaches as high as 7 % like in TIT, lack of space has become a crucial problem. The situation is as bad as there is almost no desk space available for foreign students, particularly in those departments dealing with popular fields like computer science, electronics, automatic control, and robotics. We need drastic reforms in both equipment and staff in order to provide foreign students with a comfortable environment for their study and research. These reforms require enormous budget, so they cannot be accomplished within a short period of time. For the time being, we should make steady efforts to establish a special course for foreign students in the graduate school and persuade the government to include those students when they count the number of students.

Table 1 Geographical Distribution of Foreign Students

	Undergraduate Students	Graduate Students		Research Students	Japanese Studies Students	Total
		Master's Program	Doctoral Program			
China	11	45 (7)	73 (33)	79		208 (40)
Korea		16 (1)	55 (24)	24 (8)		95 (33)
Thailand	5 (2)	14 (11)	7 (7)	1 (1)	5 (5)	32 (26)
Taiwan	3	10	12	6		31
Indonesia	4 (1)	9 (5)	7 (5)	3 (1)	6 (2)	29 (14)
Others	24 (10)	19 (15)	23 (22)	20 (13)	13 (13)	99 (73)
Total	47 (13)	113 (39)	177 (91)	133 (23)	24 (20)	494 (186)

( ) Shows the number of Japanese Government Scholarships Grantees

Table 2 Foreign Students Employment in Japan

Year	Japanese Government Scholarship Granted		Self-Supported Students including Those dispatched by foreign countries		Total	
	Graduates	Those who were employed in Japan	Graduates	Those who were employed in Japan	Graduates	Those who were employed in Japan
1987	40	1	65	4	105	5
1988	44	6	55	11	99	17
1989	47	10	64	24	111	34

Japan

System of Accepting Foreign Students in Japan and Proposals to Countries Sending Students to Japan

- From Kobe University's Experience -

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1) The benefit that we evaluate with respect to receiving students from foreign countries and/or dispatching them to foreign countries varies in accordance with the basis on which we do the evaluation: i.e. on a personal basis between a professor and a student, on an institution basis between institutions/universities that send and host students, or on a country basis. Efforts should continue to upgrade the overall system of foreign student education by considering the balance in benefit measured from those three different bases.

2) The foreign student system can be regarded in a broad sense as an opportunity of information exchange particularly on academic knowledge and technology. Social and cultural information obtainable at off campuses can also be included as a type of information that can be exchanged. Some types of information can be shared as public properties. The more widely it is shared, the more benefit it gives the society, and it is the benefit that the foreign student system should expect. Not only foreign students themselves acquire knowledge and technology through the system, but the institutions where they work after returning to their home countries can also be benefited by applying the knowledge and technology acquired by the students to their own problems. Eventually, nations that sent those students are the final beneficiary out of this system. Professors can receive much information directly from foreign students in the course of educational and research association and also find an experience of "teaching is a second learning." Universities will be benefited if successful achievement is found as a result of the education and research that they provide, and the nations that have received foreign students will also sense the value of international cooperation through the international exchange. Of course, there is an additional benefit of accumulating more information and

of promoting international understanding through exchanges between foreign and native students as well as between foreign students and people in local communities.

3) Information exchange, however, does not always reap benefits. Detrimental information or excessive information may bring about troubles. When foreign students return home with bad impressions on their host country, or when they are not satisfied with their studies abroad, there are no benefits. The countries and institutions that had sent those students cannot share the benefits, either. Host professors are also troubled in both education and research, and the status of the universities that accepted those students may also drop. Therefore, we should consider how to overcome these disadvantages whenever we try to think of new requests to countries that dispatch students and also to countries that receive them.

4) Kobe University receives foreign students as research students or teacher trainee students in addition to as regular students. There are two types of research students. One includes those who came as research students and aim to take the entrance examination and matriculate. These students, particularly graduate students, are in an unstable position as reserves. Professors are also put in a dilemma; they cannot spend much time on teaching these students as they are not regular yet; on the other hand, these students are less likely to pass the examination without kind help from the professors. The other type of research students are those who take only a few courses and spend most of their time on work outside the university. In this case, professors cannot expect any benefit from them. Teacher trainee students partake in a special program provided by the Faculty of Education. Because most of them are poor in Japanese language and the program is just for one year and half, knowledge and technology transfer is less sufficient than intended. Those students often lack in English ability, too; so professors have difficulties in making the students understand in classes. Unless these problems stated are solved, the programs for these research and teacher trainee students will remain rather fruitless.

5) At the present time, Kobe University is confronted with the following two problems; one is the difference in the degree of difficulty in passing the entrance examination between departments, and the other the imbalance in distribution of foreign students by

nationality. If some departments are easier to enroll, then the entire university's academic reputation drops. It is easier for a foreign student to become a student of a less competitive department once he gets a position as a research student at whatever department he was accepted to, or later he may transfer to a less competitive department if he drops out of one department. A large difference in aptitude between foreign students will be a great burden to faculty. A large number of Chinese students study at Kobe University. They would occupy most of the facilities available for foreign students if these facilities were allotted to them by the proportion of the number of students, and eventually complaint would be brought up by students from other countries. Even if we provide enough facilities to accommodate those non-Chinese students, a Chinese student community is likely to be established, where Chinese language and culture prevail. Wherever friction is found in relationship among foreign students, faculty and university staff would be saddled with additional burdens.

6) Japanese language education at Kobe University is not necessarily effective. Shortage of teachers is no doubt one reason, and the difference in Japanese proficiency among foreign students is another. Students' achievement will remain poor unless classes are small, and they will lose interests unless instruction is carefully offered according to the proficiency of individual students.

7) Because no scholarship is available for older foreign students, many of them have financial difficulties. This category of foreign students includes former teachers and instructors who need reeducation. It is advisable to offer them more financial assistances as we can expect much information from them.

8) It is not enough for only professors and departments concerned to cope with foreign student problems. Having the entire university as well as local organizations work together on these problems is a special advantage that surrounds Kobe University.

9) In Kobe University, the Foreign Students Assistance Fund was organized by faculty and administrative staff. It provides financial assistances to foreign students using its membership fees. In an early stage when the fund was not sufficient, it was used primarily for leasing some money to foreign students for their emergent use: like to

deposits for renting an apartment or medical expenses. The fund raising has been successful recently, and its use has been widened. Occasional large donations from people outside the university are also of a great help. Hyogo Council for Exchange with Foreign Students is an active organization for supporting various programs for foreign students. Not a few company dormitories and public housings have been offered to students who have serious housing troubles. Scholarships and financial assistances for those students are also growing. The Host Family Program provided by YMCA has made great contributions to the social exchange between foreign students and Japanese families, which also helps foreign students improve their Japanese.

10) Difficulties in acquiring higher degrees (doctoral degrees) in the fields of humanities and social science have been reconciled slowly. Although there are yet some differences between the Faculty of Economics and the Faculty of Business Administration, both make efforts to systematize their doctoral programs. They conduct qualifying examinations for selecting doctoral candidates and try to eliminate troubles in the course of thesis review. This reform applies to all students, but certainly gives foreign students much benefit for their doctoral studies.

11) I wish that nations that send their students to Japan also make efforts to minimize problems that their students may encounter after they arrive in Japan. First, students who wish to come to Japan for study should receive a better chance to learn Japanese language. It is suggested that facilities for Japanese language training and systems of evaluating Japanese language proficiency should be established. Of course, Japan also should provide supports necessary for such efforts.

12) We often have difficulties in evaluating foreign students' academic records and achievement in their countries. We wish to have information on like: university ranking, contents of curriculum, and academic credentials, so that we can evaluate the academic ability of individual foreign students more objectively. We also must develop a computer database to facilitate procedures for admission.

13) Such relationships as sister universities or sister cities may inevitably prompt concentration of foreign students coming from specific universities or cities, and such

concentration has some disadvantages. Sudden increase in foreign students from a specific region will cause troubles to nations or universities that accept them. We should continue to exchange information and accept foreign students according to a long term vision. Japan should make more efforts to distribute information on Japanese universities to a wider range of institutions rather than only to selected diplomatic missions.

14) We wish the countries that send students to improve work environment for those students after their return so that they can use their expertise effectively. Otherwise, those countries will lose the benefits that they can expect from students educated in foreign countries. Of course, this has also something to do with their job opportunities in Japan. The Japanese academic year, particularly their periods of enrollment and graduation, is a subject of significant consideration.

15) Many of foreign students studying in Japan are from Asian countries, and they are eager to learn from Japan because Japan is considered more advanced in economic development than their home countries. However, it should not be overlooked that Japan also obtains important information on those countries from foreign students. We wish those countries to select and send good students for advancing our mutual benefits. The smarter the students are, the greater benefits we can obtain.

Japan

THE PLAN FOR 100,000 STUDENTS AND DEVELOPMENT OF A FOREIGN STUDENT POLICY

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1. Plan to accept 100,000 foreign students

(1) Taking the advice of knowledgeable people both in 1983 and 1984, the Japanese government is now promoting a policy of setting a goal to accept 100,000 foreign students by the beginning of the 21st century.

(2) According to this policy, foreign students studying at Japanese universities, etc. have shown a yearly average growth rate of more or less 20% in number in recent years and currently are estimated to have reached about 35,000 students.

2. Characteristics of foreign student policies in recent years

Foreign student policies based on the "100,000 student plan", compared to foreign student policies before that, can be characterized in the following ways ——

(1) Placing more importance on measures regarding privately funded foreign student assistance than policies centered on nationally funded foreign students (establishing a system of reductions and exemptions of tuition fees for privately funded foreign students in the 1988 budget and the wide expansion of incentive fund systems).

(2) Preferring execution of measures overseas to that of measures domestically (implementing overseas study explanation meetings in the 1989 budget, research and study of a unified examination for privately funded foreign students overseas, and research and study in the 1990 budget in regard to the way of preparatory education for students going abroad in overseas countries).

(3) From the development of measures centered on the nation to the development of backup policies by local public organizations, private organizations and various other social strata (the rapid increase of local public bodies in 16 prefectures and 17 cities issuing scholarships to foreign students in the last three years).

3. Problems of foreign student policies hereafter

(1) Maintenance of preparation systems for studying in Japan

It is necessary to take up the below-mentioned policies. (A) Making possible the goal of entering the school of one's choice without coming to Japan for undergoing college drafting of students, (B) offering enough information in overseas countries on Japanese education and other matters necessary for foreign students to study in Japan, and (C) providing assistance for those who learn Japanese in Japan.

(2) Improvement of systems for receiving foreign students on the part of universities

Upgrading graduate schools in leaps and bounds, improving Japanese language education, and facilitating the conferment of degrees in social and cultural science fields.

(3) Maintenance of a stable standard of living

The following policies are necessary, (A) improving the scholarship system for privately funded

students and (B) securing high-quality lodgings for foreign students.

SUPPLEMENT

(The following article is reproduced from the oral presentation.)

Thank you very much for your introduction. I am Saito. My presentation focuses on the so-called 100,000 students program in Japan. And the Ministry of Education and the Japanese Government in total are making commitments to this program for accepting 100,000 foreign students. And I would like to discuss the progress so far.

This 100,000 Foreign Students Program was, as you know, established in 1983. And during Prime Minister Nakasone's administration it was established. He visited Asian nations where he met former students in Japan.

In the discussion with them he was introduced to the subject of whether they themselves would like to send their children to Japan, and the answer was negative. And so with that kind of dialogue, he came to realize that there was something wrong with Japanese policy and mechanism of accepting foreign students for educational institutions, because they were reluctant to send their own children to Japan.

And then we organized Study Councils, Advisory Bodies, and inviting many scholars and opinion leaders in Japan, and through those opinion leaders there came advises to the government on how to organize this program. And this ended up with the establishment of the 100,000 foreign students acceptance program.

In those days there were about 10,000 students studying in Japan. While during the period of about 16 years up to the year 2000, the number will be expanded to 100,000. So it means a ten times larger number. It's a rather ambitious and aggressive program we thought.

And we observed about 20 per cent increase per year in number of foreign students. On the list of May last year, there were about 31,000 foreign students studying in Japanese universities and other institutions. More recently, the data shows that about 35,000 to 36,000 foreign students are studying in Japan. In any case, we expect that we have been undergoing a rapid increase of foreign students coming to Japan beyond our prediction. If this trend continues into the year 2000, perhaps we can achieve 100,000 students as a goal.

There are still some problems to address to accomplish this objective, as was indicated and discussed by many panelists since yesterday.

Based on this 100,000 foreign students program, the government has been making commitments to such education of the students. The center is the Ministry of Education.

We are happy that there has been a steady growth of foreign students. But what is related to the success is not only the government commitment, but other factors are involved.

Under these circumstances we are confident and happy that our policy and commitment has been ensuring progress in this direction.

Before the program establishment the situation was giving us some implication, and based on that comparison, I would like to present issues of importance:

The first one, before this program our emphasis was placed on the state-funded foreign students coming to Japan. At the time of the foundation of the 100,000 students program, major efforts were made for accommodating, facilitating state-funded students. Therefore, our first step in the objective was to increase about 10,000 state-funded foreign students by the year of 2000. Therefore, in the first step of our approach, the major effort was still placed on the state-funded ones.

When we look at the breakdown, the majority of those people are located in the state-owned universities, or state-owned graduate schools. Therefore, all the scheme was working, centering around the state institutions, and state-funded students. After that there was a rapid, progressive higher appreciation of the Yen. Then it

encouraged us to make emphasis on the privately funded foreign students program. And we expected there will be about 90,000 privately funded foreign students coming to Japan in the future.

So in this sense we should have focussed some more effort on the privately funded foreign students as well as the state-funded. But the higher appreciated Yen was something like a wind caused by God and sent by God to Japan in its favor.

The tuition fees for the privately funded students should be reduced by 30 per cent or so. And we would like to increase the grant and some aid provided for those privately funded students as well on a larger scale.

The second point is that the major efforts were centered around the domestic programs, whereas we would like to take new approach by providing more efforts in overseas entities. We are planning to organize some educational program or preliminary educational programs in overseas nations so that they can develop their preparation for coming to Japan later.

It is the Asian nations who are aggressively sending their students to Japan. When we look at the actual situation in those nations, however the evaluation of Japan as host nation is not necessarily high. Therefore, how should we streamline and organize a line through which students from those nations will be sent to Japan. The major issue and important thing to address is our method to take to accommodate a proper scheme and arrangement or framework.

Last January we organized a seminar in which we gave an explanation about the Japanese system to three Asian member nations. We dispatched officials from agencies so that they could organize those seminars, and directly give information to the candidates for studying in Japan.

In many nations, special examination is conducted for students who are planning to come to Japan, and we would like to make that sort of exam uniform. So we would like to make a concerted effort and a streamlined effort for the promotion and expansion of the scheme.

Therefore, the second aspect of the major characteristic is that we are focussing on the efforts done, made in overseas nations.

The third point is this: We should like to urge local governments and private sector organizations to be involved in the governmental effort as well. Not only the government, but also all the parties in Japan should be involved in the promotion of this scheme.

Recently in various regions, we observed the emergence of organizations based on the concerted effort between private and public sectors. And the objective of the organizations is the promotion of accepting foreign students. Since it is still in the juvenile stage and it is not fully finished yet, not so many progresses may not have been made, but we can be confident that it will give us further impetus and momentum for the advancement of the program.

Particularly for the last few years, local governments have been presented with promotional measures for overseas students. The local governments are urged to internationalize themselves in this international society overall. Under these particular circumstances, this commitment has been made by local governments. In one out of three cases, three prefectures, they have some mechanism or some method to take for the promotion of accepting foreign students. It was rather unthinkable before, but for the past two or three years we have been observing progresses into that direction.

There is always a limit to the support provided by the government, while we would like to ask local governments and private sector organizations to make commitment to our program. The objective is 100,000 overseas students studying in Japan by the year 2000.

I have elaborated on the content of the governmental commitment after the establishment of the 100,000 student program. And there were three key issues to address, as I said.

And now I would like to move my discussion towards the future prospects, or future direction we are going to take. The first one is the issue relating to the preparation of studying abroad. The basic pattern of foreign students studying in Japan is that they come to Japan and they spend one year after their arrival to learn the

Japanese language. Then they choose, select, in which institutions they would like to continue their studies.

During the first year the situation is rather uncertain. They can't help it because you know they have to spend some time on the Japanese language which is a requirement at the moment. But we would like to change the situation so that they can identify specific institutions, where they are going to stay in Japan before coming to Japan. Therefore, at the time of departure from their own nation, they ought to know the institution to study, which is actually being carried out in other hosting nations, whereas it is not done in Japan. It is important for motivating themselves and for high aspiration to study in Japan. But if they are just left without knowing any particular place to study after the first year, it is a big uncertainty which they are very deeply concerned about.

The second issue, the information provision towards candidate students. Before coming to Japan, some students may be able to find which institutions they are going to study in. Even so, however, the characteristics or the mechanism system of those institutions should be identified and known by them and we would like to ensure the information flow, so that they can make sure that they know those details about institutions.

Recently we have been undergoing some illegal arrangements. Illegal workers are coming to Japan in increasing numbers, and we should provide proper linguistic institutions for students who are keen on learning Japanese. On the one hand we have students who would like to learn Japanese for the purpose of continuation of their own discipline, and language is indispensable for deeping their research. Therefore, we should provide them with an appropriate supporting system. So we should make a clear distinction between the people who come to Japan with an undercover of students learning Japanese, although it is not their general purpose for coming to Japan, from those students who are genuinely learning Japanese for their own purpose in discipline.

As was indicated by Prof. Yanagisawa before, we needed to address some issues about graduate schools, particularly in state universities, and we have to develop an improved quality. Undergraduate department is a major department in the Japanese state universities, and the efforts are made in the faculty and facility always with undergraduates in the center. But we should change our perspective, otherwise we can never achieve that goal of 100,000 overseas students.

Based on the analysis of the current situation, there have been many voices, saying, claiming that it is just impossible to accommodate so many if there isn't enhancement of quality in graduate schools. And the actual situation is that many overseas students are facilitated outside the proper allocation of the students in state universities, because their number is already exceeding full capacity of accommodation of those institutions.

I think there are two purposes for coming to Japan. One is the attractiveness and quality of the institutions in Japan in terms of research activity. The second one is how stable, how comfortable those students can be awhile they continue their research and efforts in study. In this sense we are making commitments to consolidate the framework for study, and we should provide the infrastructure for those students. Especially, more than 90 per cent of the foreign students are accounted for by Asians. At the moment we don't have enough student grant system, and we should enhance it so that we have a full fledged scholarship system which will ensure access to foreign students.

Another problem we have to address is accommodation, lodgings for students. Japanese students themselves are exposed to the problem or difficulty in housing. Therefore, we can't maybe limit our effort only for the benefit of students in terms of housing, but in order to improve the general quality for overseas students, and we would like to continue our effort in that area as well, housing and accommodation.

Thank you very much for your attention.

PANEL DISCUSSION IN THE 3RD SESSION

PROFESSOR KIMURA AND ASSOCIATE PROFESSOR TERASHIMA AS MODERATORS FOR SESSION

(MODERATOR: KIMURA) Thank you very much for the introduction. My name is Kimura. We have indeed received many questions. It was rather difficult for us to go through all the questions in such a short break period, but we have had five presentations from the five speakers, and one of the basic objectives of holding this symposium, that is the philosophy of receiving foreign students was raised many times during the presentations, and particularly Professor Ebuchi has presented us with various models. As a matter of fact, we have received many questions on this particular presentation by Professor Ebuchi.

Mr. Sasaki of Waseda University has a question, asking on personalship models, global community model and global common property model of course in speaking about something ideal, these might be effective discussions, but from the standpoint of the current situation in Japan and thinking of the situation as an extension of the current situation in Japan, we hardly come up with such an ideal model.

QUESTION: In order to realize these ideal models, what kind of specific measures needs to be taken?

This is the question from Mr. Sasaki of Waseda University.

And from Mr. Kurachi of Ritsumeikan university:

QUESTION: In order to realize the global community model, first I think what needs to be undertaken is the raising of the standard of living in the developing countries. Without working on this particular aspect, we cannot talk about the ideal. So that was the second question.

And another question is related to the presentation given by Mr. Saito:

QUESTION: Mr. Saito has mentioned the 100,000 foreign students program, giving us the details of what is being considered there. So, in contrast to --- or if we work with the basic models presented by Professor Ebuchi, what will be the basic philosophy that the Japanese government should work on?

This is the question from Mr. Horikawa of Osaka University.

From Mr. Kenyon of the U.K. there's a question to Professor Ebuchi. There are two questions, actually.

QUESTION: When a foreign student comes to Japan, or when he goes anywhere it will provide educational benefits to that host country. Please elaborate a little bit on what you actually mean there. What kind of educational benefits are you talking about? That is the first question.

The second question also once again to Professor Ebuchi:

QUESTION: Was it Professor Ebuchi who mentioned about the ghetto? Please elaborate upon that aspect. That is the second question.

There are all sorts of questions that we have received, but I think we could basically summarize or categorize the questions in this manner.

And from Mr. Ikemoto of Kobe University, is famous for the analysis of receiving foreign students, could be summarized in the form of the six models mentioned by Professor Ebuchi. But the other aspect mentioned is the integrationism and separatism. There was the question of doubt about that kind of categorization. Professor Ikimoto has written down things much more in detail in his question that I have received here on paper, but let us therefore first of all consider the issues regarding the philosophy. First from Professor Ebuchi, and later on from Mr. Saito.

(EBUCHI) I appreciate the questions directed toward me. Thank you.

They're rather painful issues, aren't they. So I should be able to go back home without answering questions, but I can't. But I feel rather awkward in answering these questions. I may not be able to fully answer some of

the questions. And since time was limited, I didn't fully cover the subject I wanted. So I would like to take this opportunity to elaborate on these issues.

Idealism was mentioned for the presentation. Maybe it is true that it was based on my idealism, as all fundamental principles should be based on idealism. Therefore, idealism was casting shade on my presentations.

I have been participating in international seminars and symposium and I presented a summary of the theories or the philosophies presented in those discussions.

As far as OECD International Symposia are concerned, 24 nations' representatives gathered together to deepen understanding of philosophy. They were all experts in those areas, and the result was the presentation of these philosophies that I have just mentioned, including and adding the trends and moods recently. I summarized some of them up in the form as I presented to you today. Therefore, they are not my personal view-oriented philosophy. It is reflecting the changes in the circumstances today.

Now the next point is how should we consider --- how should we take into account these philosophies in the Japanese circumstances? My presentation is actually a question presentation to the audience. The philosophy should always be subjected to changes according to times and societies and circumstances. The developing nations should have some implication to the establishment of models of course. And I think that is one point we should take into account.

In the United States they used to have conventional models which are now changing to partnership models. So my idealism is not totally separated from reality. Based on the analysis of reality, we should change our perspective into this direction which will end up with these models. So this is not an unreal and theoretical analysis. We have got a rather empirical approach to the presentation of these models. And we analyzed the situation in western nations particularly, and we surveyed what's happening in the foreign student situation. And based on that analysis, we created these models.

In relation to this regard, partnership model has been given some importance, and we should place emphasis on this particular model.

Professor Kenyon was interested in it and the benefits generated by overseas students coming to host nations. But in more specific terms, what sort of benefits are they creating? That was the content of Professor Kenyon's question.

My comment now is related to the answer to this question. Generally sending nations will be beneficial in terms of receipt of cultures and scholastic activities, and the main tendency is that the sending nations will be beneficial, whereas hosting nation is the given. But in terms of partnership, it is not the case all the time. The hosting nation is also beneficial, receiving benefits from overseas students coming to their nation. Now, more specifically, what do I mean by introducing this concept?

Professor Igawa of Kobe University touched on the subject related to that. They have a Chinese student in graduate school and he has revealed into many many aspects of new life, through the experience and communication with Chinese students. I myself am in touch with many Southeast Asian nations, and I learn a lot from them, and what sort of Thai cultures are generated, and I learned a lot about culture and social systems from those Thai students. They are not available in books. And I can directly be introduced to their own feelings, and people's feelings and living in Thailand.

So, including that sort of benefit, I am discussing benefits generated by the interchange.

In the OECD Seminar, American case was discussed. As you know TA and RA systems are quite widespread: teaching assistantship or research assistantships, they are quite a widespread system. Instead of getting scholarship, they are getting a Grant through this system, and some help is provided by overseas teaching assistant or research assistant. That is a benefit, isn't it? And through this arrangement, American universities are getting quite a large amount of benefits I suppose.

Apart from that, especially in the United States the internationalization of culture is making progress. By the

introduction of overseas students to the institutions, some areas which were not really fully discovered or developed are making progress. They cover the economic issues, industrial issues of developing nations, and they are deepening their understanding, and civil engineering and machinery productions, including humanities, and social sciences. And they are opening up new areas for research. And the problems and questions are presented by overseas students. And giving that impetus from them, the hosting nation, the institutions will be revealed. And they start to open up the new themes and new areas of researches, and they are endeavoring to work out.And all sorts of methodology is possible to develop and further develop those new research areas or academic disciplines. That is another benefit, isn't it. Because through the presence of overseas students, there are many many things that we benefit, particularly some students are good at linguistic proficiency. If Chinese student comes, then we can learn Chinese, and they can give help through the retrieval of literature in Chinese or writing of research work. And English speaking students often give us help in writing thesis or scientific papers in English. Invaluable benefit is provided by them. That was the benefit in discussing short term prospective. Including that sense, I discussed the Partnership model.

But let us include, involve, introduce a long-term perspective. Scholastic research network establishment, which has a large implication to us, among the tutors and professors and students overseas, even after their departure from hosting nations, communication is lasting long into the future. And through that humane communication and human relationship the project of international community covering many disciplines and many countries is fully developed. So it is all interchange, or interaction project. Trying to cover all these issues I presented these new models.

Time is getting on, so I shouldn't be elaborating too much on these specific issues. I should summarize the points now.

Let me touch on one more point. I am afraid that my discussion is not satisfactory, or may not be so thorough in answering those questions.

From Professor Ikimoto of Kobe University this was presented, and I have provided, introduced the audience to these seven models. And apart from that in our discussion was integrationism and separatism. But the point is that it may not be really proper to use these two terms for the framework of the analysis of the situation of foreign students. That is a proper criticism made on some points. Those first four were the theoretical models whereas the other three were related to mechanism, actual systems, framework of the students.

When we consider the system to facilitate overseas students to study in hosting nations, then we have to address these issues. I learned them through the seminars in OECD. These may be touched on later, but Mr. Prevos also first discussed it in his presentation yesterday. Equality is very important, and we should provide an equal treatment for the overseas students. That may have an impact on integration process. You provide them with equal opportunity, equal treatment as domestic students, so that you can integrate them into the institution equally, and you should provide equal opportunity for housing. But in reality, ensuring housing and also attaining degrees and how long does it take, and those things are issues to address. It is sometimes inevitable to provide them with some special arrangement or treatment. But if you go into that direction, it may end up with unequal treatment, or discriminatory treatment.

What I'm saying now may be related to Mr. Kenyon's point. In Japan we are suffering from a shortage of houses, and not so many housing units are available for overseas students. Therefore they arrange a special arrangement for housing which will cut off the communication with local students. And foreign students just stick to themselves, and being separated, alienated from local society. They try to alleviate, eliminate their frustrations through the communication with their own – students from their own nations.

When I had the experience of studying abroad, there weren't so many Japanese students. But it has been changing, and I see the establishment of ghettos, of Japanese students in the United States. But in that case, what for have you come to the States to study, if they stick to each other only.

And there are many factors which are contributing to the progress of these tendencies, but we see the reality.

In this particular context, how should we provide most appropriate situations for overseas students? And in order to encourage them, people to discuss and think, I presented these two terms: integrationism and separatism. So this is a framework for consideration or deepening our conceptualization. This is the beginning of the discussion, I suppose.

Thank you very much for your attention.

(MODERATOR: KIMURA) Thank you very much Professor Ebuchi. Concerning the philosophy of accepting overseas student, there are many issues to address of importance. And time is limited, but in his presentation he discussed the framework of integrationism and separatism, which are also very important.

I am afraid we could continue discussion on this issue infinitely. Related to the issue of integrationism and separatism, Professor Chogo, in his presentation emphasized the necessity of the foundation establishment of philosophy. And it urges people to change their conceptualization among those who are involved in the actual activity for accommodating overseas students.

Professor Yanagisawa emphasized the importance of development of specialized courses for overseas students in graduate schools. This is a clear indication of the presentation of separatism, isn't it.

Professor Igawa, in his presentation, put emphasis on information exchange. While accepting overseas students, we can use it as an arena of information exchange, and reciprocity should be emphasized. It is a very important point which is related to fundamental philosophy.

And Mr. Saito in his discussion of the 100,000 students program is making progress of that situation. But how is it related to the models indicated by Professor Ebuchi? I would like to continue our discussion on the philosophy and the fundamental principles, and I would like to invite comments from the other panelists, apart from Professor Ebuchi. So, about two minutes for each, and Professor Chogo, Professor Yanagisawa, Professor Igawa, Mr. Saito, could you please continue your comment. Particularly Mr. Saito, could you please relate your discussion with the presentation before.

(CHOGO) Regarding the philosophy, I should like to share with you my views very briefly.

As I have mentioned in my presentation, if we look at the Japanese universities, but not only universities, but in Japanese society in total, whether you like it or not, the Japanese society will react to approaches and pressures from the or impetus from the outside, but is not being able to cope with such impetus, you know, in a sufficient manner.

In the various institutions there are various conditions, so before coming up with external programs, each educational institution or organization would need to evaluate their own advantages and capabilities objectively. I think we would need to go back to the basics, to re-assess our own thinking once again, and to review the given conditions in each university or organization. And after assessing that sufficiently, I think you could then go on to think of a specific program in order to accept these foreign students.

Difficulty of course is involved, but Japan is now to take up a more greater role in the world, and therefore I think this sort of a re-evaluation is necessary.

(YANAGISAWA) First of all, I would like to mention something about integrationism and separatism. According to the budget of the Ministry of Education, if we can set or fix the number for the foreign students, it is necessary to set a special course. So, that is the point I would like to mention for the first thing.

And, more realistically speaking, according to my experience, in my experience for five years we have the organization called the "Engineering Exchange Center." In this system, from JSPS we got a budget for this center, and we had an exchange, technological, academic exchange with the universities of ASEAN countries, and we have implemented this kind of program for five years. Frankly speaking, we conducted with the Universities of Indonesia and the Philippines and the quality is not high enough over there. Like the Faculty of

Engineering in Indonesia was seven or eight years ago, there were only two professors who had a Doctorate degree, only two had Doctorate degrees.

So I felt very keenly at that time that our current task is first is to strengthen the staff in the local university over there in other nations, developing nations, etc. In this sense, we have to increase the number of people who get a Doctor's degree in Japan, and to go back to their own country.

When the quality of the university over there will become high, then the students over there will be able to come and enter our universities directly. So, as far as the Engineering Faculty is concerned, the Aid model for the developing nations will be necessary.

However, even in Japanese state universities, we do have a problem that in case of engineering, the Division Engineering Department, not many Japanese students want to go to a Doctorate degree for Engineering Department. In the former Japanese university, eight universities, even in the prestigious state universities the capacity for the Doctorate course is only half. And 40 per cent are foreign students.

So, in terms of short term profit, I mention that in our university there are three assistants working for our Electronics Division, electronics section of our university. So such overseas students will support part of our college education, especially the graduate course education.

So we see a lot of difficult problems towards 100,000 students acceptance program. However, from the viewpoint of the Engineering Faculties, accepting only Japanese students is not enough in filling the capacity.

(IGAWA) I have mentioned the system being for information exchange. Since I am specializing in economics, we tend to look at everything from the side of the economy, and the economy deals with actual goods, which is produced, and the money. Those were the major players in the economy. But recently in terms of education, or in terms of medical sciences, we are also taking an economic approach these days. So we need to broaden our view into all these different fields.

So, looking at the Foreign Student Program, we consider this as a forum for information exchange, and communication with different people is a form of exchange. And through such a forum of information exchange, I feel that we are able to learn things from each other. So, I just wanted to present this approach from my point of view.

Regarding the system itself, I did not dwell on this in detail, but I think peculiar systems found in Japan might bring about some problems. I have my views on that point, and therefore if there are any questions on that point, I should like to deal with them later.

(SAITO) Related to the 100,000 program, how should I discuss that philosophy? The proposal was made for 100,000, and the policy should be promoted so that we can enhance that program. There are three points involved. The first one is this:

Between Japan and overseas nations we should heighten the level of research.

And the second issue is increase the momentum of the international communication, understanding.

The third one is we should make commitments to development of human resources in developing nations.

So there are three acute issues involved in the promotion of this program.

Now, understanding those, how should we relate these points to the models? The Development Nations Aids, and also Mutual Understanding Enhancement. There was a difference between Partnership Model and Scholastic Network Model. But I don't know; I'm not so sure about the difference between these. But I think in these areas I can relate the issues of promotion of the program to the models.

Overseas students are increasingly being hired, recruited by Japanese corporations after finishing their courses. About 10% or 20% of students, who are graduating from Japanese universities go to Japanese corporations. If that ratio increases in the future, what will happen?

They are not leaving Japan to go back to their home nations. And without returning they stay here and are

being hired by Japanese corporations. In that case, it will be related to Personal Career Model.

The Customer Model was presented in reality at the level of vocational schools. There are incidences in which we can see the progress of Customer Models.

So-called 18-yr. population will drastically decrease in a few years time. And when we see that reduction in population among that young generation, then Customer Model should be emphasized. It is quite imaginable that there will be more emphasis placed on the Customer Model when we are exposed to demographic change.

According to changes in times and societies and countries, these models should have some variance. Instead of just pointing out only one, we should overlap the importance of various models.

(MODERATOR: KIMURA) Thank you very much for the comment. If we had more time we would love to go into the question of philosophy much more in detail, but since the time is very limited, we would like to move on to other topics.

As a matter of fact, the presentation by Mr. Saito, speaking of the 100,000 Plan, we have received many questions on this program. There were doubts expressed about the factual aspect, and there were various comments regarding the viability of the program, and so forth.

We have received so many questions on this subject that I am not sure whether we are able to deal with every single question that we have received, but of course we would like to do our best to answer the questions.

First of all, Mr. Prevos has asked a question.

QUESTION: Once this program is implemented, at the end of the 20th Century, what will be the proportion of the foreign students in Japan out of the total number of students?

I will not be able to mention all the names of the questioners, but to those students learning Japanese in Japan, it was mentioned that assistance will be provided to these students. But what specifically will be the way to assist these people studying Japanese in Japan?

And further, if we should proceed with the 100,000 Plan, would we have overcapacity of the accommodations? And perhaps if we proceed with the program without improvement on these points, we might cause resentment on the part of the foreign students.

There is a question regarding information exchange from Mr. HU of China. In the presentation given by Professor Igawa there was mentioning of the high concentration of Chinese students at Kobe University. Perhaps this is due to the shortage of information regarding Japanese universities given to the Chinese students. If Chinese students are informed that there are various problems regarding this kind of issue, I think we could prevent such concentration of Chinese students in certain universities.

Another question that is related to this matter is, and this is from a Chinese student now studying in the graduate school in Japanese university, the provision of information regarding Japanese universities as mentioned by Mr. Saito. But specifically speaking what kind of information has been provided to whom in the past?

And, further, regarding problems of acceptance of foreign students here in Japan, let us talk about something more specific in relation to the regional efforts or regional cooperation.

This is somewhat of a combination of comments and questions. For example, a Southeast Asian student goes to an Australian university and the instruction is given in English, but they are studying Japanese. For example, in other words, is there a possibility of sending Southeast Asian students to Australian universities for giving them a chance to learn Japanese in English. So that perhaps there will be a concerted effort between Australia/Malaysia and Japan to bring about effective utilization of the foreign students exchange system. This is another question seeking regional cooperation.

This is another question to Mr. Saito. Japan seems to be sending out many students, but there seems to be a bias towards United States and European universities. So what about the Third World countries? Isn't there a need to send more students to the Third World countries? And isn't there a necessity to reform the system or

institutional aspect, making this possible?

I believe I have read out many questions. Perhaps I could call on Mr.Saito first.

(SAITO) In higher education in Japan, the number is about 2.5 million in total. When we receive 100,000, then the ratio is to over 250. So it will represent about 4% of the total I suppose.

Compared with the percentage in other nations: In the United States 25%, the U.K. 4.2%. In West Germany, it's 3.8%, and in France 8.4%. Compared with those figures, we can see that the percentage in Japan is not necessarily high.

The second issue is the aid provided for students learning Japanese in Japan. Basically we have approaches currently being conducted, and the same level should be ensured into the future. At least we have to do that. For example, in terms of grants, scholarships, it is definitely necessary to continue the current level.

At the moment 80 per cent of the medical fee'd are supported, subsidized by the authorities, and we should continue that system as well.

In terms of housing and accommodation for foreign students in Japan, the Foreign Ministry and related organizations are involved in that. Those affiliated organizations do not aid currently. So we should start a scheme in which those organizations will give help in housing for those students.

Therefore, we should keep the same level of quality of these assistances towards overseas students, as compared with domestic students. When we implement that program the facilities and faculties in the institutions should be enhanced, and we have to increase the number of the faculty. And also expand the facilities as well.

Unless we develop these facilities and accept those objective figures, it will surely cause problems to the people coming here to study.

And now what countermeasures should we take to eliminate those possible problems? We are covering state universities, and they are the parties being looked after by the authorities. The facilities should be enhanced, and the faculty should have a maximum number. And it is all dependent upon the maximum number that they accommodate, they admit. They have a section-division system in each faculty. Based on the number of section, the division, the department and the facility floorage is determined: the total area of each faculty in the department is determined. Everything is dependent upon the number of students.

In order to increase the number of the faculty, we have to change our approach. At the moment we are counting for overseas students outside the formal allocation of students. But by changing that approach, we can combine the number of overseas students to the increase or enhancement of the facilities or faculty in universities.

Of course it will impose upon us quite a large amount of financial burden, and so it's not always easy. But it is our policy to promote this 100,000 students program. If we make a commitment, then we have to make the most utmost effort for the enhancement of facilities, and expansion of the faculty.

Currently the Education Ministry, University Study Council is being involved in a strenuous effort, and there are many people who are advocating changing the system so that overseas students will be officially included in the accounting system of the number of students in Japan. And they should be the formalized part of the allocation of the students.

And now the next issue is the information exchange: Currently the situation is far from satisfactory. In western nations they organize various systems through which information needs are successfully transmitted. Compared with them, the Japanese system is not good enough. There isn't a good system to ensure information transfer. What has been done so far? I feel rather awkward to present it to the audience.

In recent collaboration among universities we issued an English version of the Prospectus of universities. Quite a large number of pages are in that brochure, but when it comes to the content of the brochure, it's just a brief overview of universities and institutions. When you look at them, can you make a decision as to which

university you should go? I don't think the content is good enough to encourage you to make a final decision.

As I said before, we organized meetings in which an explanation about institutions will be given to candidate students. These orientation meetings are being conducted. So far they were conducted in only three ASEAN member nations. But we would like to increase the number of countries into the future. We have to admit that we are rather behind in terms of information transfer to candidate students or the sending nations. We would like to enhance our commitment.

I may not really have caught the issue related to Australian arrangement. So one year or two years would be spent in Australia. English education would be provided in a university in Australia together with the education in Japanese. When they move on to specialized study, they are invited to Japanese institutions. If it is the core concept of the proposal, I think now we can keep it in mind. I think it could be one of the effective measures we can take into the future. That suggestion is rather encouraging and promising.

The next issue is Japanese students studying overseas, but it is lopsided, and the majority go to the United States or other western nations.

Another question is what sort of commitment can be made by the executive branches or administration? How much control can be provided so that we can diversify the hosting nations for Japanese students? Basically, it is personal judgment and responsibility to identify and determine to what institutions they would like to continue their study. That is the basic approach we should hold.

Even so, however, we are involved in the policy making, and the policy implementation. So there ought to be some areas where we can make our effort. The phrase, the Third World was used. The Third World should be considered: the Middle Eastern nations, and the Southeast Asian nations are already covered in our scheme. So we send our students to those nations. About 200 Japanese students per year are sent to those nations.

As far as the policy implementation can be involved, we are encouraged to send more students to those nations, apart from the western nations. But it is, again, exposed to limitation in financial resources. So, on the one hand we've got financial policy making, policy implementation. On the other hand, we have the individual personal arrangement, personal responsibility. We should make a clear distinction. But I hope that my answer was satisfactory. Thank you very much for your attention.

(MODERATOR: KIMURA) Thank you very much. Since I used my prerogative to summarize the questions, perhaps the basic intent of the question, or the source of the question could not be conveyed in full. But we have received response from Mr. Saito.

We are very tight on time, but there are questions to Professor Yanagisawa and Professor Igawa.

This is a very big question, actually. One is the matter of foreign students has reached the point of saturation. That was mentioned by Professor Yanagisawa in his presentation.

What is meant by the point of saturation? And what can the government or the local bodies take as measures in order to cope with the situation? This is a very large question, I believe. Government measures, or measures to be taken by the local governments. I don't think an easy answer could be provided for this question. But since it has been asked, I'd like to have a brief response from Professor Yanagisawa.

(YANAGISAWA) Now I heard that the number of foreign students in Tokyo University is about 1,200, and the assumption of Tokyo University, the upper limit will be 2,000 because the number of faculty members is 2,000, so the upper limit will be 2,000. That is what I heard as an information. When we consider government scholarship students, I help allocate scholarship students to various universities, and also serve the same function in our university. When I see the situation in each seminar, each research room, I do have a feeling that we are reaching the point of saturation. So we have an urgent request to establish more facilities. However, the budget for the facility development by the Ministry of Education is limited more and more. So we cannot have an optimistic view towards this point. So, I do not think it would be the right answer to this question, but in

case of state universities, in order to cope with 100,000 student Plan, the capacity has almost reached the limit already at this moment. So the level of service will become lower as the student numbers increase in the future.

Thank you very much.

(MODERATOR: KIMURA) There is a question to Professor Igawa. This is also a very big question, actually, and I am sure you will find it very difficult to answer in such a limited amount of time. One is related to the comment made previously, but they were all unique aspects of Japanese universities. Could you please elaborate on this, especially what is so unique about the Japanese education in the graduate school?

Also, Professor Igawa has mentioned the forum for information exchange. You have made clear distinction between good information and unfavorable or bad information. The question is related to this comment.

Whether a certain information is good or bad, I think is the matter to be decided by the recipient of the information. The point is how to influence the recipient so that they would appreciate the information that is presented to them?

So, if you could briefly comment on these two questions, please.

(IGAWA) Well, I think I would need more time in order to answer these questions in full, but let me just mention this, first of all.

There are unique aspects to Japanese education in the graduate school. I only know the U.S. example, so I do not know other systems, so let me compare with the United States.

In the Japanese universities, if you have a graduate school student, individual guidance is provided by professors. In other words, voluntary studies or research is made on the part of the students is being much expected. So that is why I said that it was rather close to on-the-job training.

What I have experienced in the United States was that there was a certain course, already decided, and the students whether you like it or not, had to go through this course and the grades will come out accordingly. And if the course is not enough to achieve a certain amount of understanding, you will be encouraged to take another course so that the understanding by the student will be complete.

So even if the starting point of the academic level of the individual student is not the same, if you would go through a certain set of courses, you would be able to come out with the same result. But in the case of Japan, or the Japanese system, the Japanese students are expected to come up with originality. They are expected to take the initiative, and therefore if the student is not able to come up with such initiatives themselves, I think they would find it difficult to go on with their studies.

Now as to the question regarding good information and bad information, this is related to the sense of values, of course, and therefore the recipients need to make a judgment on whether the information is good or bad.

But the question for us is how to teach them, so that they will be able to make appropriate judgments as to whether that information that they receive is good or bad. Since this deals with the sense of values, I have to speak for myself. What is good or bad, I believe is different between professors and recipients, or the students, or among organizations. Perhaps a certain professor thought that a certain information was good to be provided to the country or to the student, but on the part of the recipient that might not be appreciated as good information.

Therefore, I think there needs to be an attitude of always looking at information and taking information and trying to analyze information so that they can make reasonable assessment as to whether that is good or bad.

Thank you very much.

(MODERATOR: KIMURA) This is a question from Mr. Reiser not specifying the question to anyone in particular regarding integrationism and separatism, and I believe this is also related to the Japanese proficiency.

Mr. Reiser mentions that in the Dutch universities there are graduate courses taught in English. He has been involved in teaching himself in this environment.

The question is whether there were any such attempts seen in Japanese universities in the past, or whether there are any plans of doing such things in the future?

This question is asked, I believe, because of the difficulty of mastering Japanese. Isn't there any plan or idea of trying to teach the foreign students in English? Who shall I address this question to? Professor Ebuchi, please.

(EBUCHI) I think the content of that question is particularly related to the content of my presentation. Just briefly I would like to answer that question.

English education in the universities in total, overall educational system is not happening in Japan. Mr. Saito is a better party to answer that question. Mr. Reiser presented the Dutch case. Yes, I know that in the agricultural universities they organize all education in the English language. About several years ago when I attended the international seminar, I was given that presentation and data. It was of my deep interest.

And the concept itself does exist in Japan. It takes long for overseas students to obtain Japanese degrees in Japanese. In western nations, wherever, linguistic skill can be enhanced in a short time, and it will accelerate the time required for the degree to be attained. And especially in the humanities and social sciences related department, it takes longer. So improvement is required and advocated in Japan. So I expect that there will be changes introduced into the Japanese universities. It is happening in my university.

Because there are those issues related, the approach is why don't we introduce English more if it is possible? Wherever such an approach is possible. The Ministry of Education is issuing annual reports on the situation of overseas students studying in Japan. If I recall correctly, Saitama University, Kyoto University, Tokyo and Hiroshima University, are involved in a scheme in which the English language organized courses are provided for students, and that was reported on in that annual issue.

My knowledge is limited to my own university, but the idea itself is that we would like to eliminate or minimize the burden, linguistic burden on the foreign students, especially for engineering students as the methodology and research activities are done internationally in English as the common language. Even if English is the main language, and those departments and classes professors may not have too much difficulty.

The curriculum itself will be organized in English and everything will be done provided in English, but I don't think it will be the case. In the case of my university, in the Marine Engineering Division of the Engineering Department such an English organized course is provided. It is a thesis doctorate course.

In Japan we have two doctorates. One is called the course Doctors, whereas the other is called Thesis Doctorate which had a longer tradition and history. It is similar to the German doctorateship. If you remember the system of German Doctorates, the system is very similar. In Germany they don't have a graduate school; they have only a Thesis Doctorate course, for providing students with a Doctorate.

In the postwar period, Japan introduced an American system of Course Doctorship. In the Course Doctorship, Court Doctorate courses, partially English organized classes are provided, but not in all classes, I suppose. Maybe Mr. Saito can give a better, more information on this.

To my best knowledge, as is an exercise in the University of Hiroshima, thesis doctorate candidates are encouraged to write thesis in English, even though they are Japanese.

I heard a national survey, and many institutions are recognizing a doctorate when thesis are written in English. Among 110 universities which have Graduate Schools, about 40 can provide a doctorate, and more than 50% of those 40 graduate schools admit, recognize thesis written in English.

When they come to Japan, should they write and read in Japanese and study in Japanese and there are some advocates who claim that: Because they are in Japan, they should learn to write in Japanese. So there is some heated debate among those two parties, two groups. But there is some development recently.

(IGAWA) You have mentioned Saitama University. I have a friend there, and they have Master Courses receiving students from Southeast Asian countries entering the graduate school for economic analysis, and English is used widely for this purpose. But the professors who are able to teach such courses are limited, and therefore the great burden will be placed on these English speaking professors.

And in terms of mathematics, at Kobe University, Professor Murakami, I believe, have tried to teach in English.

(HORIKAWA) My name is Horikawa of Osaka University. In response to the question by Mr. Reiser, I should like to mention some facts.

At Tokyo University, for civil engineering graduate school Master course, they use English as well as Japanese, both languages. And the correct number of credits is 30, and you can earn those 30 credits solely in English as well. So, 30 credits are for English, and also about 10–15 for Japanese, but you are able to earn all those credits in English and write the thesis in English and graduate.

Kyoto University Civil Engineering Department also has similar courses.

In Niigata University, there is an international university where everything is taught in English for Master courses, and you are able to present your thesis in English. Yes, I mentioned International University, or Kokusai Daigaku, English is used as a means for instruction.

(MODERATOR: KIMURA) I think we still have some more time. Let us invite more questions or comments from the floor regarding the questions which have already been raised or new questions could be also taken up at this time point.

I hope that you will be brief with your questions so as to allow for as much comments and questions as possible. Please be as brief as possible when you speak.

(KENYON) Thank you. In my earlier question I added a rider. I would be interested to learn whether any opportunities are given to Japanese students, that is the native student to develop what in the United States they call "cultural awareness." In other words, to what extent are Japanese students and faculty offered the opportunity to learn about the cultures of the countries from which the foreign students come, so that they can come halfway towards their visitors? Thank you.

(MODERATOR: KIMURA) Whom are you addressing this question to?

(EBUCHI) To our deep regret such a course is not available in Japanese universities, hardly any. To tell the truth, the theme of our research is international education in universities --- the systematization of international education at the level of universities. We have just started this theme and research. For the past one year or two years it has been making progress. And we conducted a nationwide survey on this issue. We have foreign students in our campus which is a representation of different nations, and different cultures. Why don't we exploit their presence for our deepening understanding of the different cultures, different countries. And we would like to establish the method by which we can utilize their presence. And in many related associations and societies, we are trying to headhunt experts. For example, in the University of Keio, there are some people who are engaged in communication between local, domestic Japanese students and foreign students. And there is somewhat result of research work ongoing, but it hasn't come up with any establishment of course. There is no formal course of it as yet.

When it comes to international affairs, the real international relationship studies, or anthropological studies, there are courses which are dealing with modern society related issues, and an increasing amount of attention is

being paid to these disciplines: international relationships, and international affairs sections are being developed which sometimes facilitate those courses you have presented. But it is not fully utilized, the presence of foreign students yet.

(MODERATOR: KIMURA) Are there any further questions? Yes, please. .

(MIYAKE) I'd like to ask a question to Mr. Saito of the Ministry of Education.

Having listened to the two day discussion, I believe there is not enough attention given to the high schools. In Hyogo Prefecture we have 200 public high schools, and 100 private high schools, and many of these high schools are accepting exchange students from the United States or Australia, and the Japanese students are being sent over to the high schools in these countries. There are Headmasters meetings of high schools, and what they are debating is the enhancement of exchange and recognition of the credits that are earned in both schools.

And I think this is being a progress here. But the Ministry of Education seems to have no specific knowledge of what is taking place in the high schools. I think the local governments are running ahead of the Ministry of Education.

I have had experience of having taught Japanese language in Chinese high schools, but once you want to develop bilingual students, I think you need to send them over, not starting from university, but rather earlier, from the high school age. What is your view?

(SAITO) It was a suggestion for introducing exchange scheme at the level of senior high or high school. I am involved in the Executive Branch activities. In reality the exchange schemes among nations are focussed on higher education institutions. And discussion has been conducted based on that concept. That is the reality.

In a wider perspective, however, we should discuss the exchange scheme even involving high school student levels. I think it is an area we have to address in the future, from now on.

More recently, inside the Ministry of Education in Japan, there came a special committee established for considering student exchange at the high school level. And there was a report on their research and studies issued, including the issue of recognition of credentials among nations. We have to address many issues concerning high school students going abroad to study.

More than 4,000 Japanese high school students are studying abroad. What trend are they going to follow into the future? What facilities will be provided for Japanese students in the host nations, compared with universities? In Japan high school facilities are less superior, less good, or inferior to those of the university students. How should we develop the facilities to accommodate these students in Japan? And they are the issues, I think.

(MODERATOR: KIMURA) Thank you very much for your answer. Now Chogo. In relation to the previous discussion, it has raised one issue. Could you please discuss that rather briefly.

(CHOGO) I appreciate the opportunity. Regarding the organization, JAFSA, I have introduced this organization to you, I failed to mention about the Secretariat. JAFSA Secretariat is the international center of Waseda University. The President or Chairman is the President of Tokyo University, traditionally speaking, and therefore I just wanted to add this fact, and what Mr. Reiser mentioned --- the lectures given in English.

This is one example, as a private university Doshisha University starting this autumn has affiliated itself with the University of California and the University of Hawaii, and we have eight students from these universities, and they have undergone one to two years of Japanese training in the United States before they came. And so they are rather proficient in Japanese, but due to a strong request presented by the University of California,

we are also providing courses in English on two subjects. Both of them are basic information about Japanese culture and society.

In the University of California they seem to be not so confident about the Japanese proficiency of these students, and therefore they have requested that we should permit the students to provide their reports in English. So we have conducted individual negotiations with the teachers, and they have accepted this sort of a system. So it is proceeding smoothly.

(MODERATOR: KIMURA) Thank you very much. I think we have exceeded the originally intended ending time by five minutes, but if there is an urgent question that anyone would like to ask, we would like to accept one question. If not, then we close the discussion. Thank you very much for your cooperation.

The Fourth Session

Interactive Discussion and Resolution of Issues,

"Review and Future Vision of the Foreign Student Problems"

PANEL DISCUSSION IN THE 4TH SESSION

PROFESSOR A.MURAKAMI AND PROFESSOR IKEMOTO AS MODERATOR FOR SESSION

(MODERATOR: MURAKAMI) So let us begin the Fourth Session. We have had three sessions so far. And this is the most difficult part of the Symposium, perhaps. We are going to have the Summary discussion.

First of all, yesterday morning we had presentations from the advanced countries which have the long past experience of having accepted foreign students from abroad.

All of the panelists have pointed out one common issue, the fact that acceptance and receiving of foreign students brings benefits to the host countries. Of course we can think of various benefits in terms of balance of payments, or import of brains from the rest of the world. And also it helps to upgrade the level of the university, also it will provide the society and the people with a chance to come in contact with people from different cultures.

In the Second Session we had presentations from the Asian participants. We have received severe criticisms on the systems that we are adopting now in Japan. The so-called internationalization in Japan seems not to be progressing so rapidly in terms of acceptance of foreign students. The problem resides with the universities; with the faculties, or with the systems. And the fact that there might be problems regarding the behavior of the Japanese companies not accepting these graduates. And also the --- how would you say ..... not so warm attitude to accept these students in the Japanese society.

And the Third Session today, we have had reports from those speakers who are actually involved in dealing with foreign students' problems and their bitter experiences were also presented: the problem of the financial side, and the capacity issue was dealt with.

So, in view of all of these issues that have been presented, we would like to begin this comprehensive discussion in this Fourth Session. I would like to invite all the speakers to speak within five minutes, as we have many panelists. So let us take up the first problem. First of all from the representatives from the western countries. If you could share with us the difficulties that you are experiencing in accepting foreign students, after which we would like you to comment or give us some advice as to how you would like to see things improved in Japan.

So first give us the difficulties that you are experiencing, and then if you could comment also on the advices that you might give us here in Japan. Mr. Prevos, please.

(PREVOS) Thank you. I didn't know I was the first. You say that we can give some advices. I think it's very difficult to give advice because we are not so good too in receiving also foreign students. So we must be very prudent.

I want to say first that I learnt very much from this Symposium, because I heard many experiences, very different than our experiences, and it's always very interesting, and I want to take this opportunity to thank Mr. Hirai for this Symposium. It was very very interesting, and I will go back to France with many ideas, and I hope useful ideas.

So, I have been impressed by the goal of 100,000 students at the end of the century of foreign students in Japan. Even although it means a little percentage of all the students - 4%, but I am impressed.

I think that internationalism, which is the title of this Symposium, is in front of us. It's not behind us. It's in front of us in Japan, and maybe I would suggest, just suggest, two practical things. I noticed during this Symposium about the philosophy. Of course we speak about philosophy. We say many words about philosophy, but we must be practical I think sometimes. I have something to say and you will do what you want with

that. And maybe those two things we can use as conclusions.

The first one is --- the first one is about integrationism. While it's very important, but I think we must stop. We must stop speaking of alternative, of integrationism vs. separatism. Mr. Ebuchi says very good things about that. I think he says what we must remember of this. I am definitely in favor of integrationism. It is better to integrate students, not to ghettoing them through accommodations, curriculum, and even evaluation, even evaluation, even for the exams.

I know it's difficult, but we must be very careful. We must be very careful. You know we have the experience in France of universities which specialize in developing countries. What happens? The level of those universities is lowering and so they don't attract good teachers, and so it's very bad for their behavior. We must not forget also the example of Russia. Remember the Luhmumba University. The Russians made a special university for third world students. But everybody knows that the exams and the diplomas are specialized for third world peoples. You know, we must avoid this example, I think.

And this is the only way, also, to favor mutual understanding in what somebody called a two-way process, two-way process. It is because you did the right thing that you can take the right thing. To integrate is to give. You must choose the difficult way, I think. It will pay; it will pay back in the long term. If you give very easily your exams, of course you will not have the best students, so they will give the best of their country. So I think it's in our interest not to --- in this way of favoring way mutual understanding, we must choose the difficult way. But I think evaluation is important. This means also in my mind, in my opinion, this means also for the question of language, which is very important, especially for Japan: to come to Japan, it's very important. I think that the knowledge of the Japanese language is important for foreign students. The goal is to know each other. You know we know that. To know each other, we can speak in quite the same language. How can you know Japanese people, or I could say German people, or French people, how can you know Japanese people, Japanese culture and appreciate it if you do not understand the Japanese language which is the identity of the Japanese people. The language is the identity of the people, I think. We've seen this in France.

So, when we want people to learn French; when they go to France, it's not only to speak with them. It's also to have cultural exchange with them. It's for mutual understanding. So what I want to say is that of course you can have lessons in English; you can have examinations in English; but it's necessary to get a minimum Japanese learning for the foreign students. And when I say a minimum, I mean a maximum in fact. But, for this integrationism, you see, it must be accompanied by specialized training programs: scientific or language teaching programs, the regular programs plus the specialized programs. The leave-alone policy is a very bad one. I tried to say it yesterday, but I think everybody agrees. I will cite an English very famous author. He said a kind of thing like that: But let us say for students, all the students are equal, but the foreign students maybe are more equal than others.

The second point, after integrationism. The second point is a new idea. I think we didn't have it before. Maybe somebody said it, but he didn't develop it. It's the attractiveness of Japan. You want to have good students, so you must attract them. Including those of developed countries. The offer of training from the Japanese universities from the Mombusho, must be known; must be better known abroad. And I take the example of France.

My experience is that in France only a very few people know about your training programs. The students, when I ask them "what do you know about the training programs in Japanese universities" and so on, they'll say "oh yes, do they exist?" Yet you must be known. You want 100,000 friends - friendships. I know it every time, so it's not necessary in our stage. 100,000 foreign student goal must be known. You must be known, even this one. Of course we know Japanese cars, computers, cameras, but what about the effort you make in the cultural field?

And so I will conclude on an idea. Because everybody is quite --- you must understand for French students, for instance, Japanese Yen, Japan is expensive. Japan is very different. The language is difficult. So may

I suggest --- may I suggest that you make an effort to be better known in those countries you want to attract. And my suggestion is that your effort in Japan is to make it abroad, not necessarily in Japan, but abroad: in the countries you are interested to work with. So, for example, why not in Paris open a Japanese university, for instance? It's just an idea. But you can do what you want, but I think it's necessary for you to be known for your higher education and for your training programs you want to organize in Japan better. Thank you.

(MODERATOR: MURAKAMI) Thank you very much for this important suggestion, Mr. Prevos. I'm afraid that I have to say this. Time is limited, so I would appreciate it if each presentation is done within 5 minutes from now on, please.

(REISER) Mr. Chairman, ladies and gentlemen. It's very difficult to continue or to follow this speech of Mr. Prevos. He has mentioned so many very important proposals, and he made so many important proposals that it may be difficult for all of us to contribute and to constructively contribute to this wonderful speech.

But I may add one or two ideas to the whole conference. I think we have talked intensively on the two-way traffic. And we have all agreed the two-way traffic is a necessity. We have experience in Europe, and in the European Community is undergoing a rather rapid process now in internationalization of education. I think it's one of the most interesting experiments in international education which is just going on between the countries of the European Community, between France and Germany, between Great Britain and Germany, between Spain and Germany, and so on. And I would just like to draw your attention on this very interesting ongoing program. But what I mean to say two way traffic is even difficult between the countries in the European community!! Sometimes it is difficult.

Two-way traffic is more difficult between distant countries like Germany and like Japan, and two-way traffic, what do we actually mean with two-way traffic between industrialized countries and developing countries? Two-way traffic between industrialized and developing, we have not elaborated on that. And I think there is a lot to say and a lot to discuss on the question what do we actually mean and really mean with two-way traffic between the sub-Saharan countries in Africa and between Germany?

I only talk about our own German example. Two-way traffic is not that easy as we sometimes have mentioned and we may have sometimes have included it into our discussion.

I think a second observation if you, Mr. Chairman, if you would permit me a second observation. We had discussed in lengthy terms on student affairs; on student problems. I firmly believe that foreign student affairs, and foreign student problems are an integral part of the international programs of the universities. We may discuss on the single, on the single observation, and on the single feature of foreign students exchange. If we do not include programs which are meant for teachers; if we do not include programs which are meant for professors, we do not --- we do not solve, we cannot solve questions and problems which are connected with foreign student affairs as long as we do not include all programs with academic, with the exchange of academic staff. And if I take, if you permit me just to mention the German example. If we discuss --- when we are going to discuss how to receive Japanese students in Germany, and how to send German students to Japan, it is a rather short-sighted discussion when we do not include, for example, the programs for professors and high ranking academics of the Alexander von Humboldt Foundation. The returnees, the really the top scientists, the top Japanese scientists who had been abroad and who are now working in the Japanese universities and research institutes. They are an integral part of the whole process and of the whole question which has to do with integration of students and with leading of students. These were my both observations to this conference. Thank you very much.

(MODERATOR: MURAKAMI) Thank you very much Mr. Reiser. Now Mr. Kenyon from Britain. Could you please discuss your comments.

(KENYON) Thank you very much. And I'd like to add to the remarks of my neighbors and friends from the European Community.

My very warm thanks and appreciation of what I had from coming here and learning what I've heard.

I must just draw one's attention to the fact that hands across here, over there we today are linking up two great enemies of the west, France and England across Germany (LAUGHTER). Mrs. Thatcher and Mr. Mitter- and will shake hands under the channel on dry land. A thousand years of history brought to an end. And so perhaps you will all drink to the health, jointly, to France and England this evening.

I have four quick points to make, and there I endorse warmly what I have already heard.

In terms of difficulties we are experiencing in Britain, I will if I may elaborate further, briefly, on the --- "philosophy" is a rather grand word, but I think to articulate the argument in favor of foreign students on a national basis so that it percolates down to the local basis, is always and continuingly necessary.

In my country at the moment, despite what I've just said, we have a "Little Englander" attitude dominant where policy is made. "England first, everywhere else nowhere." Please don't quote me. I'm sure the British Ambassador in Tokyo would have me out of the country if he heard what I was saying. But he knows it to be true. We have to combat this all the time. And therefore I think one is looking for ways of --- certainly in my country --- of building relationships with other countries through any and every means, and I will identify some of them:

At the philosophical level, I will if I may identify some of those educational benefits which we discussed at the Symposium in Britain last year. I will just read the list. It can save time, and I won't elaborate on them. I'll read them at dictation speed, and I will also draw your attention to the fact that this little book which expands on them is available from me. It's a little sales pitch. We're in the mercantile business in Britain these days (laughter). .

These are some points which could be included in the list or range of educational benefits to be gained from overseas students:

a) Contributing to cultural enrichment.

b) Testing general intellectual assumptions.

c) Contributing knowledge and experience to specific courses.

(These, you understand, are the benefits that foreign students bring to us in our institutions and our students and our academics.)

d) Improving pedagogical provision and contributing to staff development.

e) Raising academic standards among home students.

(and I should just mention in that regard, that at the latest examination list from the London School of Economics, among the top 100 I should think that 50% of them were from Hong Kong). A very high standard of people we attract. This of course was referred to earlier.

f) Helping to maintain course viability.

(This is the commercial aspect; the problem of keeping courses open where there aren't --- there isn't enough domestic demand in subjects that it is important to study.) and

g) Helping to maintain research capability.

(In my larger paper, which I think will appear in the proceedings, some of these points are made in some greater length).

Could I just, in this regard, in talking about the need to, as I said earlier today, be available to --- open to people visiting from abroad, I wonder whether all those Japanese students who've studied abroad are used when they come home. Are they "debriefed" as we say in the army? Are they put to use in teaching people in this country, in and outside the institutions, about foreign countries? They are a natural resource to draw on, it seems to me. I know that we, 10, 15 and 20 years ago were beginning to deploy people who had returned from voluntary service overseas. They were our natural group of young people --- important to harness young

people --- to speak to their peers in the institutions about their experience overseas.

Again, moving on to yet more practical thing which I think is training for staff in terms of their ability to deal with foreigners. We have, and I haven't mentioned it, and I should have done, an organization in Britain that mirrors NAFSA and JAFSA. It was founded 40 years after NAFSA, modeled somewhat on it, and it was founded one month after JAFSA. And it arranges training programs for staff of universities, and it also lately has promulgated a code of good practice in this field, and that has proved a document which is now percolating and being used through the universities from the Vice Chancellors down. And my final point is that one. I think it is absolutely vital to get the heads of the institutions absolutely charged with the need and the importance and the value of having foreign students. Once you've got that, then you've got all through the institutions in every different way the feeling that foreign students are welcome, and can be as it were "made use of" and become the seed that builds the international community in your institutions. Thank you very much.

(MODERATOR: MURAKAMI) And now, could I invite Mr. Reichard from the United States to make a remark on this issue.

(REICHARD) I had great pleasure with this whole experience. I would hope that there would be many more such meetings of those engaged in international education in various countries. We really need to be talking to each other, not infrequently but actually frequently.

You've asked about the difficulties in receiving students, and I will mention several points that I didn't make yesterday and haven't been mentioned here.

In the United States, one of the major problems in all of my experience, and this will happen to Japan if you succeed in building up to a very large number of foreign students. One of the problems is dealing with political developments in other parts of the world that affect your students, and make it impossible for them to return home, or not wanting to return home, or isolated because of the change in their currency. I would think that my own staff of 35 people must spend a third of their time dealing with the Treasury Department in the U.S., with the State Department, with the Immigration and Naturalization Service on issues relating to getting special Work Permission. Right now we are trying to work with Kuwaiti residents but not creating nationals who have been stranded in the U.S. So this is a problem you have to look forward to, perhaps. Unfortunately, unless we can get a more peaceful, stable world, that doesn't seem to be in sight for a short time.

A second problem is a broad philosophical one and a practical one as well, since we have no national center for distributing funds for international education, but funds come from institutions and foundations, and government. We have to try to figure out how best to use the limited funds to support the students themselves, and a great issue for us and which our members keep reminding us all the time is that collectively we are not spending sufficient money in the United States with all of our foreign students to assist students from the poorer countries. There continues to be a view that Africa ---certain African nations, and some countries in Latin America, and some in Asia are really being lost in this great huge movement of students, and I shouldn't say it in this context, but we are frequently criticized for being preoccupied with the Pacific Rim and all the new developing rich countries that can afford to send students abroad.

But if we all stand back from our national positions and look internationally, I think we may need to all give more attention to this.

Thirdly, and finally, in terms of problems, we have because of the size of our system and its diversity, we continue to have major problems in explaining to people who would be system how our system works; what accreditation means; what it doesn't mean, and helping people to understand where they might fit into our system beyond Stanford and M.I.T. and Harvard, which every student writes he has to go to or he's not interested. And this is a major issue for us.

And we have great problems in keeping up with the educational systems in other countries, of having the

knowledge that allow our Admissions people to understand what has happened because, as you know, many countries have changed their educational systems greatly, especially in recent decades. We're now hurrying to do a lot of books on Eastern Europe because of the changes there.

As to recommendations for Japan, I guess my strongest recommendation would be that you have created here a very significant agenda to move ahead with your 100,000 students, and I would hope that you would give an attention to who is going to implement that agenda. I think it's clear that organizations such as JASFA and others need more support to do much of the training and development that is needed. And, finally, because my time is up, I would wish for us all that we all might be more international in looking at international exchange, and move beyond what is a strongly nationalistic period in educational exchange. Thinking about what it will do for our country, I endorse the global model as being part of what we all should be about. Thank you very much.

(MODERATOR: MURAKAMI) Thank you very much. Now we had a lot of comments and advices from the representatives from the advanced nations. We would like to fully utilize these comments in preparing our system to receive more foreign students in Japan. Thank you very much.

(MODERATOR: IKEMOTO) Now, I would like to proceed to the next. We would like to have comments from representatives from the Asian nations. In this symposium you kindly participated, and we explained our purpose of holding this symposium to the representatives. And probably you must have some expectation and recommendations toward Japan. And we ask you to present these things to us.

Of course yesterday, from various standpoints, you presented a lot of comments and recommendations, so we would like to sum them up. And what Asian nations consider about Japan, especially the education system or the graduate course in obtaining a degree. What do you expect from Japan? What do you want the Japanese system to be in the future?

This is the point we would like to ask the Asian representatives now. Of course concerning the problem of overseas students, in Japan in comparison with European or the American nation, we are behind or less developed in terms of receiving foreign students in Japan. So by continuing this kind of symposium, we have to learn a lot of things.

That's why we are holding this symposium today and yesterday. So I hope a lot of discontent are now possessed by the Asian people, so we would like to ask you to give us your frank view, or frank demands or comments, because we need further development in accepting more foreign students. We need more independent, much better situation. We are now in the developing process. So you may consider that some point may be too harsh to us, but do not mind about that. I would like and appreciate your very frank comments or demands to us.

And I do not want to be repetitious, but the time is very limited, so I would like to request that all the speakers to speak for only five minutes, concentrating on three or five points.

Now, we would like to ask on the order of the seating, Mr. HU, please, first.

(HU) Thank you very much. Thanks to Professor Hirai I could participate in this symposium, and I really feel grateful about that. And these two days I learned a lot of things from this symposium. So, I'm really grateful on that point too.

Now, I would like to mention some of our requests. Judging from the general exchange between our Japanese and Chinese students, I think there are some problems of course. In exchange between Japanese and Chinese students, the exchange relationship is very smooth, and the diplomatic relationship between the two nations are also very smooth. And cooperation between the Japanese government about government is so far very successful in general view.

However, in terms of foreign students, Chinese students in Japan,of course after coming to Japan we owe a lot to the Japanese people, including Japanese government and related universities and guiding professors, etc. and also we owe a lot of things to private friendly organizations, and Japanese friends. And we really appreciate your kindness given to Chinese students. However, on the other hand foreign students still have some requests as I have mentioned yesterday. That is there are some insufficient points which we would like to seek your problem solving. And when these problems are solved, the situation will be better.

That's why I presented some requests, and I would like to mention something more. Basically speaking I heard a lot of things about philosophy. Of course philosophy is very important, I think. The philosophy of accepting students should not be one-way traffic. This should be a two-way traffic, it is true. I agree on this point. Foreign students have to study in Japan and get knowledge and come back to our country so students can get knowledge and that will be beneficial to the home country. That is, the home country can also get benefit by foreign students studying in Japan.

However, on the other hand in the morning session many Japanese professors mentioned that by accepting foreign students in Japan, Japanese universities can get information and can enjoy interchange. And that is something that cannot be learned by books or textbooks, and these things can be learned through foreign students staying in Japanese universities. So, I think foreign students promote mutual exchange of information and culture.

And also returnees. Judging from the work of Chinese returnees from Japan, many Chinese work very hard and are very active, and have contributed to the exchange in various areas. They take a very positive attitude, helping exchange between Japan and China. So this give a lot of contributions to the overall relationship between Japan and China. So we can say this is a two-way traffic. Of course philosophy is very important, but I know that some Japanese people may say that it may be a loss for the Japanese side because Japan has paid some money. But that way of thinking should not be accepted.

As I mentioned yesterday, there are some other problems remaining. Unless these problems are sufficiently solved, international communication will be harmed. For example, exchange of information. In China the leaflets of universities are available. However, we still do not know which professor studies which subject, in which university. So we cannot know how to select universities or colleges. As a professor already mentioned, Chinese students tend to get together in specific faculties. That's one of the problems.

And another point, about scholarships. Chinese students in Japan say that the types of scholarship and its allocations are too limited. In the case of European or American universities, through the recommendations of guiding professors, students can get more scholarship.

In addition the heart-to-heart communication is very important between people. As Mr. Saito, the Ministry of Education, mentioned, for the sake of international communication, mutual understanding and personnel training, Japan should be improved still in the various fields. And that is the comment I wanted to make.

(MODERATOR: IKEMOTO) Now, Mr. Chung from South Korea, please.

(CHUNG) Now, since time is limited, I would like to briefly mention two points. The first relates to the system of accepting foreign students in Japan. As I mentioned in my speech, in Japan there are privately-funded students, however it is very difficult for them to go to school by themselves, especially for Asian students. There are Japanese government scholarships, and no problems at all if they can get the government scholarship, but if not they have to pay every cost by themselves, including tuition and accommodation. This is a point to be improved in the future. So I would like to request that in order to accept students from Asian nations the Japanese government should hear 1/3 of students, living and educational costs by means of supplying facilities like dormitory, but not in money. Of remaining 2/3 students must bear by themselves, but the half of it will he learned from part-time etc. By this method, they could lead a little freer life in Japan.

Now let me take an example of South Korea. When we talked about studying abroad, that meant going abroad to study, and enter college and get a degree over there. However, our concept about studying abroad has changed. While studying in Korea, Korean students go to overseas countries to study for rather short period, say, 3 months to 1 year to get necessary information.

From the government and many organizations, subsidies are granted to such students, and after scheduled study in foreign countries student will come back to South Korea again to complete the studies. However, according to South Korean students, Japan is not suitable for 3 – 6 month study, because while in the western nations there are a lot of residents or overseas students, and therefore a lot of accommodations, they must have difficulties in finding accommodations in Japan and usually it takes them 2 months to find proper place to lodge. So for the first two months they cannot study at all, and these are the complaints from South Korean students who have been to Japan.

So I would like to ask Mr. Saito that if you are to accept 100,000 students in the future, please solve the problem of accommodation, housing.

(MODERATOR: IKEMOTO) Thank you very much. Now we would like to have Professor Rajendran from Malaysia.

(RAJENDRAN) I will make my presentation very short. First of all, looking from the practical aspects, a very simple aspect would be the establishment of an office to give us information, for example, in all the ASEAN countries. Right now, we have the Japan Information Center located within the Japanese Embassies, and it is not easy to get into the Japanese Embassies. Japanese are very particular about security. It should be outside the embassies. We need information because they are the first point of contact.

If you talk about 100,000 students, if you don't allow the students free access and contact, why are you talking about 100,000 students? I think it makes no meaning to me. We need free information. And, secondly, information is definitely lacking. Research is lacking. Research is lacking on the part of Japanese and also Asian professors on foreign students who have studied in Japan who have come back to our countries. No systematic research has been done by many of us. I am part of that fault.

And Japanese professors need basic information. How many Japanese professors have information on the various types of universities in Malaysia, the various size of school, grading systems --- they do not know what kind of students they are dealing with!! You need this kind of basic information. These are some of the practical aspects. And for the mid-term, my friend from France was talking about establishing a university in Paris, for example. I would go midway. There is something called the "Twinning Programme," where the first two years, for example, College of General Education courses can be done, say, in Kuala Lumpur or in Singapore or Bangkok, or Jakarta. The remaining two years those students can come to Japan. It will save costs. It will save us a culture shock, because students will be there for two years in Malaysia. The instructor can come from Japan. I think the Twinning Programme has got good potential. And for the long term, if you are going to talk about 30 years, I'd like to say something not nice, as usual (I'm the bad guy around!). But let me say it: as far as the ASEAN countries are concerned, I think many ASEANISTS would not like the Customer Model, right? Professor Ebuchi talked about the Customer Models, right? My British friend talked about receiving foreign students; receiving guests for a fee. My American friends talked about Global Model. They're all talking about commercialization of education, asking foreign students to pay full fees. I call these the Money Model, where you have to come in, carry your bags around, solicit it. To be nasty, I call these Prostitution Model. Don't prostitute. Japan should not come up with these models. We prefer the Partnership Models, because many of the countries in Southeast Asia cannot afford to pay full fees for their students studying in Japan. I prefer the Partnership Model.

(MODERATOR: IKEMOTO) Thank you very much for your suggestions. Regarding Money Model, I don't think Japan has come that far yet and I hope that she will not take up Money Model in the future either.

Now I'd like to invite the representative from the Philippines, Mr. Monsanto.

(MONSANTO) First of all, I would like to extend my grateful appreciation to Professor Hirai, and to the Organizing Committee for inviting me here to make this presentation.

I would just concentrate on one thing, and this is on the problem of Filipino, or rather all these scholars, going back to their country.

Most of those graduates or post-graduate scholars undergoing studies in Japan when they return to their country, they find that they cannot apply what they have learned in Japan primarily because they do not have the technology nor the equipment, for example, to be able to apply this knowledge that they have learned while studying here.

And Japan has a very rapid advance in technology, and most of the time, I dare say abrupt or rapid turnover of equipments or technology that older technologies are being discarded in favor of new ones.

So I think I would like to propose that since this technology or equipment are being discarded anyway, it would be useful if this could be donated to the returning scholars so that they could use this to train, perhaps, their countrymen when they go back to their respective countries. That's all.

(MODERATOR: IKEMOTO) Thank you very much. Now I'd like to have Mr. Loke from Singapore.

(LOKE) First of all, I'd like to point out the fact that Japan has abundant experience of sending students abroad, even from the age of T'ang dynasty.

The macroscopic aspect of philosophy and system is very important, but in the future I think we should devote our attention to the microscopic side of the issue as well.

Speaking of the entrance examination fee to be paid to university it's about Yen 30,000. There is keen competition among applicants and in some cases you would have to take examinations for 10 universities. In other words, the fees for entrance examinations are too expensive. If you take 6 examinations, it will cust you Yen 200,000. And for the not-so-affluent Chinese people, it will be very difficult to take on that burden.

Just for taking examinations for entrance to university, applicants might go bankrupt! And therefore I would like to request Kobe University to reduce this cost or the fee for the entrance examination down to, sey, Yen 5,000, so that they would find it much easier to take entrance examinations. If this is not possible, perhaps the Ministry of Education could provide support, just like in providing accommodations for these students.

Another point of microscopic problem is the issue of guarantor or sponsorship. In case of Chinese people, they are always asked to submit so many complicated documents. I have recently introduced a student to a Japanese university, but 11 documents were required in order to ensure the entrance. I think this is a waste of time and resource. So I'd like to urge the Ministry of Education to stop all this.

There seems to be some discrepancy between the sponsorship requirement to the Chinese and that to the other nationals. It seems to be applied more rigidly in the case of a Chinese.

Lastly, we can expect an increase in employment by Japanese enterprises of fareign students graduating from Japanese universities. And so I think it's better for universities to remain in close contact with these graduates and other O. B. associations.

(MODERATOR: IKEMOTO) Well, now I'd like to call upon the representative from Thailand Mr. Sakda, on educational problems.

(THANITKUL) I wish to comment on the philosophy, but having listened to the Japanese speakers in the

morning, one of the greatest concerns I had was what benefit it will give to Japan.

Perhaps the time was very limited for each speaker, but the benefits to Japan were mentioned in the field of information exchange, or academic network, and so forth.

I think these are basically benefits to universities, but when I speak of benefits to Japan, I think they cover much wider ranges. For example, on the level of private sector industries, though the Japanese corporations have a long history of working overseas, they have employed natives who graduated from Japanese universities recruiting students abroad. Prominent Japanese trading houses are employing ex-overseas students. In other words, those who have studied in Japan. In a broad sense, I think recruitment of such people would bring benefit to Japan as a whole. In particular, regarding medium and small size enterprises in Japan, some of them are no longer able to carry out business domestically and they start locating overseas for the manufacturing in order to survive. Two years ago in Thailand, there were about 400 medium and small size Japanese enterprises. At present we have 800. The number doubled in the past 2 years. They hardly had any experience of working abroad in the past, and so for these medium and small size enterprises located anew in Thailand, I think those students who have studied in Japan could be a valuable asset.

At the Chulalongkorn University those students who have studied Japanese can find jobs immediately after graduation in Japanese companies. And these Japanese companies have the desire to employ Thai people who are able to speak and are able to work with the Japanese.

Right after graduation they are being paid twice as much as myself. So the benefit for Japan, I think, should be considered from a wide aspect. And in terms of technology, after having studied engineering in Japan, they use machines made in Japan when they begin some engineering jobs in the home country.

And, as already known well, Japan is a trading nation. So has a prominent professor of Kobe University written. Japan must live on foreign trade and have a close relationship with the rest of the world. And I think this is the basic role to be taken up by Ministry of Foreign Affairs or MITI. Those civil servants of MOFA or MITI working abroad are able to use English. But in terms of trade, English is not almighty. On such occasion, if there is a man who studied in Japan, he would be quite helpful.

(MODERATOR: IKEMOTO) Thank you very much. So we have heard comments from the Asian participants, their requests and suggestions as to how Japan might improve on the system.

Now, let us move on. Based on the suggestions given by the western participants, and requests by people from Asia, we would like to proceed with the discussion. Unfortunately, Mr. Saito of the Ministry of Education has had left this auditorium for another appointment. But now could I invite suggestions and comments from the four Japanese participants, and what sort of system or mechanism should we establish for the enhancement of the programme of overseas students studying in Japan?

As you are fully aware, as far as overseas students issue is concerned, we are latecomers. The project of 100,000 overseas students has been launched with such an ambition in our minds. But we don't have actually enough infrastructure to ensure the success of that project. In order to ensure the accomplishment of that project, what should we do on the part of universities and the people who are in those institutions? National universities, however, are always confined within the framework set by the Ministry of Education or the Japanese government.

Even if it is a private university, enhancement or expansion of facilities is not so easy to handle. In conclusion. The capacity to absorb overseas students is naturally limited as Professor Yanagisawa of the Tokyo Institute of Technology touched on that issue in the morning session.

It is true that we are latecomers. What is urged to us is steady progress we can make based on strenuous effort. We should be open-minded in listening to the suggestions coming from the rest of the world, so that we can improve our quality, and improve the situation.

Now, I would like to summarize the opinions as far as external issues are concerned. In short, offer of

information from Japan concerning overseas students studying in Japan is definitely limited and not so much effort has been made to this end. We can't deny this fact.

In the morning the representative from the Ministry of Education said that survey would be conducted with a view to creating a new budget for information service to overseas countries but it is not gaining momentum yet.

As was indicated by the representative from Malaysia, if this information is just kept in an inconvenient place, deep inside embassies, there is not easy access for ordinary people. So it should be located in a convenient downtown.

And the contents are important: what teachers are teaching? and what subjects and in what places? That is the information required. Then they can judge which place they should go to study, either Japan or the western nations. Japan should make more commitment to provide information for those students who are thinking of going abroad to study so that they can establish a clear and correct judgment based on that information.

So far we have been proceeding with the discussion on the Japanese approach, including the external issues in its relationship with the outside world.

Now, let us change our perspective to domestic issues. We are accepting quite a large number of students, and most of the students come to graduate schools. The system of graduate schools, however, is not so satisfactory. Even for domestic students, facilities are limited and the faculty is limited, so there is not enough capacity to facilitate all the graduate school candidates. How can we correct the situation? How can we encourage more overseas students to come to Japan?

Concentrating on these issues, rather domestic issues, shall we conduct our next portion of the discussion. Mr. Chogo, please start your discussion.

(CHOGO) From the viewpoints of overseas students problem and proposal for their solutions, I would like to deliver my on two points.

One is related to the linguistic education in Japan.

We have been undergoing the age of rapid increase in number of students who would like to come to Japan to study. Before entering university, and after entering university, we have to address various issues. Particularly before entering university, the language education, Japanese language education should be enhanced. Particularly if it is possible at the level of secondary school, Japanese language education is welcome.

And in order to ensure that Japanese language can be studied overseas, we need to call for help and assistance from various organizations. Students who wish to study in Japan should, before coming to Japan, decide where and what to study in Japan, and only after decision they should come to Japan. Such way of sending students to Japan shall be taken up extensively. In order to that communication and mutual co-operation between universities and Japanese-language-teaching institutions in Japan are necessary.

The other point. As discussed in JAFSA Summer Seminar this year, Japanese society is often criticized as being too closed. It's not so easy to get inside from outside. More specifically, the issue of guarantor for foreign student is very difficult. Is it definitely necessary to get a guarantor before getting into Japanese universities? Unless the parties concerned become more flexible, it will always work as an obstacle. At the moment, as long as you are rich enough, or you can afford to pay for guaranteeing your stay in Japan, you could be admitted into Japanese university. It is a money issue at the moment. The issue of guarantor is working as a sort of barrier or obstacle of opening up Japan towards the outside world.

Recently there was a revision of law concerning immigration. At the moment there are various procedures, and they have to abide by them in the Immigration law. But we would like to simplify them as much as possible. So in those areas, Japan can open up more to the external world. And we have to make more effort towards that direction.

By doing that, we can ensure a substantive and fruitful international exchange between Japan and the rest of the world.

(MODERATOR: IKEMOTO) Thank you very much. Now could I ask for the comment from Professor Ebuchi.

(EBUCHI) If there was more time I could spend I would like to comment on three, but if there weren't I would like to concentrate on two only. If there were more opportunity later, perhaps I could make some supplementary comment covering the other one too.

The first issue is this: in the morning, philosophy was the subject of the discussion. Therefore my discussion was rather abstract, rather intentionally avoiding practical issues. If I touch upon practical issues, then the list of subjects would be endless! There are so many issues in the list.

Judging from the discussions of yesterday and today, I have come to feel like this. There are urgent issues to address, and two of them require immediate attention. One is the conferment of degrees in graduate schools. Although there are courses, the attainment is very hard especially in the Humanities and Liberal Arts Department.

What is required for this purpose is innovation of the mindset among people who are engaged in this work in universities.

From the Asian representatives the following issue was touched on --- housing, accommodation. As soon as students come into Japan they are faced with the difficulty in finding accommodation. But if universities establish hostels or special accommodations for overseas students then they turn out to be ghettos.

Before I joined Hiroshima University I had been in college in Kyushu. It had about 30 foreign students and due to the small number of them, it was not in a position to build a specific dormitory for foreign students.

Instead, it let them in Japanese students' dormitory and this brought about a very good result in making friends between Japanese, Korean, Chinese and other students.

Beyond national borders and the difference in cultures, they could make good friends through the life in this residential accommodation.

But in Hiroshima, they constructed Asian House or the Overseas Student Community House. Once foreign students are accommodated in there, it will cut off the communication between them and the local Japanese students. Therefore, the point is to construct residence in which communication can be ensured between Japanese students and overseas students. That is a very urgent issue we have to address.

The second one is the enhancement of the quality of the information center. That was touched upon by various participants today.

As you know, there are American Centers in Osaka and other major cities in Japan. We also have D.A.A.D. for German information in Tokyo. Whenever I visit those cultural centers, I always feel that such facilities are very important. If information is just about universities, we can never attract good students.

The existence of American Center is very significant. It was a decisive motive for me to go to the United States to study. And even after the stay in the United States, I have always been in touch with American Center to obtain necessary information. Also D.A.A.D. helped me a lot in getting information. So letting people know about the culture of Japan is very important. To that end, the facilities like cultural center, or Japan Center, should be constructed. Information about which institution is available, and what research is done, is of course important. But apart from that, we should have comprehensive information centers which provide foreigners with all kind of information and knowledge on Japan. That is an urgent issue.

The third point I would like to touch on is the challenges on research work. Since time is getting on, I should conclude my remarks, but I would like to request people in Asia to make progress on those issues. Especially in Kobe University, there has been a lot of research. The relationship between the economy and studying abroad. I think that is an interesting subject that requires further study.

(MODERATOR: IKEMOTO) Thank you very much. Now, Kobe University is hosting this symposium.

We have among others, economics and business administration faculties, and in these faculties we have adopted U.S. methods that a student who passes the examinations for three subjects and for linguistic capability can submit a paper. I hope such a system will spread all over Japan.

Now, we would like to invite the next speaker, Mr. Yanagisawa, please.

(YANAGISAWA) As Mr. Ebuchi proposed, concerning accommodations for foreign students the foreign students center is managed by one section of the Ministry of Education and ordinary dormitory for students by another section of the same Ministry.

It is very difficult to change such system of administration but there would be a chance to change it in the future. After having listened to the other participants, I think we should not talk to each other any more on the problems which can be solved with money. That means such problems cannot be solved without money. Considering the tight situation of Japanese Government budget, such argument --- of course we can point out the necessity of something, but we should start with something which can be done now. In that sense, one point I would like to mention is that in terms of students in the engineering doctorate course, they are rather successful in studying in Japan in spite of their large number. Those students get degrees in Japan and go back to their home countries. But, as the representative from the Philippines mentioned, after they return their knowledge of limited range of a subject would nut be useful in practice in their home countries. So the doctorate education for foreign students should be reviewed so that we can raise students with a broader viewpoint. That is a point of concern when we deal with foreign students.

And another point is that the importance of Japanese language should be emphasized of course, but after entering university, especially in case of graduate school, continuous brushing up of Japanese language is necessary. This is another point we should do something about. And also foreign students have to make efforts too. Otherwise, they cannot become really fluent in the Japanese language.

Now let me add one more thing. This is my proposal. In terms of information, there is a news center where we collect information from various universities for the Japanese student. It does not cost too much money for such a data base to he translated into English and distributed to the various nations so that the future foreign student can take a look at it.

(MODERATOR: IKEMOTO) Now, lastly, Professor Igawa, please.

(IGAWA) Now the Japanese attitude towards the foreign students' problem, as I mentioned in the morning session. I just mentioned half and did not the other half.

They often refer to the Japanese management or the Japanese distribution system. It is also a point of discussion in various areas in the society. There is a Japanese system which is very peculiar to Japan. So this is a kind of obstacle in accepting foreign students. That is, when we deal with only Japanese students, we do not see any problems. It is on-the-job training, or we can raise students as we raise our apprentices. However, it does not work as an international system to accept foreign students.

Since we are now living in an international society, we have to establish a kind of universal system which can be used internationally. We have to come up with such a measure. So not on-the-job training for foreign students at graduate courses but we have to set a clearcut curriculum on the manual, and we have to make efforts so that the students with various backgrounds and various abilities can get a degree if they follow a set curriculum or a set guideline. This must be prepared by the university side. This is the comment I wanted to make.

(MODERATOR: IKEMOTO) Thank you very much. As Mr. Igawa mentioned, the Japanese graduate school poses some problems. Of course undergraduate course students have to study the same way as the

Japanese students do. In Japan, graduate school has its very special characteristic, and it is very far from internationalization. In a good way or bad way, it is very peculiar. Although the government proposes 100,000 students acceptance for the 21st century, in order to achieve this goal, we need internationalization. So we have to deepen the discussion whether or not this is the right direction.

In short, we do not offer Asian and other students some merits enough to attract them to come to Japan for study in spite of language difficulty, all bright Asian students would go to Europe or America. We must create our own system which convinces foreign students of the merits to study in Japan even if they have to spend 1 – 2 years to learn Japanese.

I think everyone will feel the same way as I.

Now, I would like to hand the microphone to Mr. Murakami.

(MODERATOR: MURAKAMI) Now we plan to finish our discussion at 3:30. Since this is a rare opportunity, I would like to shorten the coffee break by 10 minutes, to welcome comments or questions from the floor. So we would like to ask the participants on the floor to deliver some comments or opinions concerning the presentations.

Now please use the microphone when you speak.

(HASUNUMA) I am Hasunuma from Kobe University. In the morning session I mentioned my comment at that time. The time was limited and my comment was not exactly transmitted. So let me correct that point.

I took an example, that is sending a Malaysian student to Australia first, and then he comes from Australia to Japan. The main point I wanted to mention is that the government scholarship from the Ministry of Education should be granted to both foreign students studying at private universities in Japan and those at certain universities in a third country. Regarding schooling, my idea is that a foreign student studies at a university in an English-speaking country for 4 years, then, after obtaining the degree, he comes to Japan to study at a post-graduate school.

I am afraid my comment at the time was not transmitted exactly, so I just wanted to correct that.

And another point I want to mention is that Kobe University has to reflect upon itself more specifically. In Kobe University at present there are only two teachers who are specializing in the Japanese language teaching. We need at least five teachers in charge of Japanese language training to give satisfactory lessons to foreign students.

(MODERATOR: MURAKAMI) Is there any other comment from the floor? Please use the microphone.

(ISONO) Seven years ago I came to Kobe University after having studied in Germany for 11 years, and I talked about that with Dr. Reiser yesterday, so I have experience both in Europe and Japan. However, I wonder recently, especially in this kind of symposium when the discussion goes on, why "100,000 students" are proposed by the Ministry of Education. What is the reason of citing 100,000? Only the number is going on itself, but before that we do not have any philosophy. We just hit upon the number of 100,000 without philosophy. This is a kind of characteristic of the Japanese goal setting. We should not be worried about the number itself. The important thing is to recognize what the existence of foreign students Kobe University means.

Without solving this problem, we cannot solve any problem concerning foreign students.

It was mentioned that we are still a developing state in accepting foreign students in Japan, and I think I can agree on that. However, even before World War II Japan accepted foreign students. After the War we did too. And the Singaporean representative mentioned that Japan sent students to China in the fifth or sixth century. That means we are not at all underdeveloped in terms of accepting foreign students. It seems strange to me that we are now here to talk about the foreign students problem as a whole just like a prerequisite. But in reality it is

vice versa. If, as a result of having been attracted by Kobe University, many foreign students come to it and some problems take place, it is all right. But for instance, to discuss how to attract more foreign students is, in my opinion, unreasonable.

At first we must recognize why foreign students want to come to Kobe University, and them try to solve problems.

(MODERATOR: MURAKAMI) Thank you very much. Is there any other comment.

(G.NEUMANN) (Director of Tokyo Office, D.A.A.D.) We have heard how much studying abroad contributes to the openmindedness of students. We, from D.A.A.D., we are supporting the returning Japanese students when they come back from Germany. In Japan we're still supporting them, as Mr. Reiser has declared yesterday, has explained yesterday.

On the other hand, we also make use of the experience that the Japanese students have found in Germany, and these Japanese students who have returned to Japan are helping us to find accommodation for German students in Japan. So it didn't take longer than one week till all of those 170 German students got accommodations here in Japan.

Former Japanese scholarship holders are helping us in adjusting these German students towards, in Japan, towards Japanese culture. And these are things we are trying to emphasize even more in the future, and one should make use of the experience that the students have gained overseas, far more at least than what has been done up to now!

(MODERATOR: MURAKAMI) Thank you very much. Let us move on to the next question. Are there any comments or questions, please?

(HOSHINO) (Kobe Women's Pharmacy College) The training of Japanese language was mentioned before. In the United States there is an examination system of and similar one in Japan.

In the case of the United States, in Japan we have Radio Japan. In case of the United States you have FEN here in Japan. You can listen to BBC from the UK, Entente from France. Such international broadcasting has made the world smaller.

In the case of Japan, for those people who want to study the Japanese language abroad, I think the Japanese broadcasting system is not as active as these other broadcasting stations. So Japanese language education through utilization of mass media, I think, could be further upgraded or developed. Perhaps this is the obligation or role to be played by NHK. But I think such a broadcasting station could be utilized in order to close the gap for lack or shortage of training in Japanese language abroad.

(MODERATOR: MURAKAMI) Yes, please, Professor Suzuki.

(SUZUKI) I thank you very much for the opportunity yesterday and today to know the various situations in overseas countries. I have come to realize once again that there are various issues that we must deal with to solve the problems regarding foreign students.

I think we need scrupulous care in order to adjust to the current situation as much as possible.

The reality that the Japanese education has lost its liveliness and door to outside world gets under my skin. Apart from this, however, I have another different sort of frustration. Johansen of the United States said that we should think of "human interests" rather than "national interests." That is his recommendation.

We are gathered here today to discuss these various issues involving foreign students, but perhaps we are carrying on our discussion in the logic based on national interests.

The question of brain drain is also such a problem. I think we are talking about brain drain because we still take the national borders into consideration. I think it would be a different matter when we think about the development of personnel on the global scale. Europe had a long history of nationalism, but, in managing the river Danube, European people concerned realized that borders could not play a big role. Internationalization was needed among them in order to manage that river. Now from national interests, we should move to international interests, and then finally to human interests. I think we should consider the foreign students issues in this big stream.

Japan was called a latecomer in view of this problem. I am not speaking to the British representative, but, if the economic policy of a country requires to charge the money on a foreign students, the policy itself is making a mistake. Levying the charge on students may be a solution, but we should not follow it. To what extent can the Japanese dedicate themselves to training people who would have the ability to seriously consider such global affairs as environmental pollution and change of energy source? This is an enquing into the foreign students problem on a global perspective and I eagerly seek it. This, I imagine, would be my frustration.

(MODERATOR: MURAKAMI) Professor Fujii, please.

(FUJII) My name is Fujii of Kobe University.

Professor Igawa has been repeatedly mentioning that the educational system in Japanese graduate school is a sort of apprenticeship and he was recommending more an American type of a system. And I believe it was Professor Yanagisawa who mentioned that in Japan researchers are concentrating their efforts on a very narrow range of study so that foreign students who study in Japan in the same way would have some difficulties, when they get bads to their home country, to apply the results of their study to actual fields. I think Japanese graduate schools show no definite intention of know to educate students. In case of advanced countries, even if there is no clear indication of such intention, students returning to home country could understand the ways of education in those advanced countries. What is taking place in Japan is different. We are still making trial and errors here. So it will still take some time for the Japanese graduate schools to catch up.

An idea of Information Center has been proposed, which is a valuable one. Such center should clearly make public what kind of universities Japan has, and what kind of method of education Japanese universities are adopting.

I think we need to provide more information.

(MODERATOR: MURAKAMI) We would like to have one more last question or comment. Yes, please.

(ISONO) I just want to add one thing to the delegates from the advanced countries which is, as I said I was in Berlin, Germany for 11 years during which time I was associated with the institute called Institute for Molecular Genetics, where I worked. And the thing is there the concept was already there, and the building came afterwards. And therefore there are lots of vacancies which is not finished yet. Whereas in Kobe University, 3-1/2 years ago, Mombusho admitted that we can have a facility in which we can do so-called DNA experiments. However, the building is not built yet.

Now we can purchase all the equipment, and where we can then put all those equipment? And this is the typical policy in this country. I mean not really typical, but this happens very often. And therefore this concept of having foreign students up to 100,000 students, and this number goes first, and so, who thought of that? And of course it's always we who suffer from this kind of thing; this kind of way of thinking. This is sort of forced by the Mombusho in the sense, because we gather here to discuss about that as well.

And therefore I want you to understand the situation in this country: That this country is driven by more or less bureaucrats, including of course bureaucrats from Mombusho. But Mombusho bureaucrats are not so

powerful. The powerful bureaucrats are working in the Finance Ministry, of course. And they do not understand the merit for us to have foreign students in such large numbers. And that's why it is not appreciated. So every thing goes slowly, as many delegates from Asian countries pointed out, that some of those formulae, how should I say?? filling up all those formats, and so on, the formalities which slow down everything. And you have to fill out many papers and this is the typical situation in this country. And of course if we, which we have to propose, we have to protest to all those Ministries, and we have to conceive better idea and improve the situation. But up till now, we can't proceed so far. That's what I just wanted to add.

(MODERATOR: MURAKAMI) Thank you very much. I think we have reached the time to conclude this session. For the past 1 hour and 40 minutes, we have had very fruitful and useful discussions ranging from sophisticated idea and system of accepting foreign students to many practical proposals.

Perhaps many of them could be realized once we are determined to do so.

It is a great pity that not all of the Kobe University staff are here today, but I am now convinced that we should go back to our universities and try to work with the faculties concerned, raising the public opinion, so as to improve the situation for foreign students.

We are to have a Summary, concluding speech by Professor Haruo Murakami later on after a break. Let me extend my hearty gratitude to the Panelists and speakers once again for their active participation.

Concluding Speech

CONCLUDING SPEECH

Haruo MURAKAMI
Chairman, The Committee for International Exchange of Kobe University

For the past two days, many problems have been raised, and I believe a summary has been given for each session, and on top of that in the Fourth Session I think the summary has been given for these two days. I don't thing I have anything that I should add. Perhaps I should leave the stage with this, but for the past two days I have been participating in this Symposium, and therefore I should like, perhaps, give you my personal impressions of the meeting.

Rather than speaking of the issue of internationalization, I think we have spent most of our time discussing the foreign students problems. Of course this is one aspect of internationalization. And there are various problems which were related to these two issues.

We have had heated debate, discussions from the first session. Looking back on the past two days, I think the issue of discrimination was taken up. It was Yukichi Fukuzawa, I believe that said that "Heaven has made no man beneath other man – no man above any man." We all know this famous quote from Yukichi Fukuzawa.

And, therefore, the first issue raised in discussing foreign students' problems was discrimination. This was quite understandable, and from the representative from France, it was mentioned that this was a social problem, rather than a university problem. On top of that, this will not be solved overnight. But within the framework of the university, the representative mentioned that it was not such a problem. The bigger issue is how these foreign students are able to assimilate themselves into the societies of the host country.

This is also related to the question of integrationism and separatism. But I think that it was commendable that this sort of problem was not discussed even further. We have heightened our awareness more so that we do not need to discuss this issue in so much detail.

I think we have come so far in the process of internationalization. And in the first session, it was concluded and discussed mainly mentioning that the top priority for the students is to work on their researches.

Professor Ebuchi has mentioned the seven types of models, and there was a change of the models that were being applied, as the age or the time changed. I was very much impressed by this presentation.

The seven models which were mentioned by Professor Ebuchi started out with Personal Career Model, Foreign Aid Model, International Understanding Model, Scholastic Network Model. And starting from a personal base, the issue was raised to international foreign aid, and internation understanding, and further to scholastic network. After which came the Partnership Model.

As has been mentioned many times during this Symposium, foreign students problems should not be a unilateral issue. It needs to be a two-way exchange. I think there is no one who will deny this fact.

However, after Partnership Model, came the so-called Customer Model, and therefore I think this is somewhat of a different sort of a model, which is a possibility that we need to be aware of. And, further, after Customer Model, came the Global Community Model.

Perhaps I think we could sum up the discussion with this model here. And starting from this very microscopic view, we have turned our discussion to the more practical side, and the role to be played by Japan: the language issue; the system that is being adopted in Japan, and the lack of information provided to others from Japan.

Regarding the issue of educational system, Professor Igawa has mentioned that the Japanese educational system int he Graduate School lacks the international perspective. It is not a systematic system. So it needs to be transformed into a more systematic educational system so that it will be able to cope with the international

system. And, as a response to this, it was mentioned that the philosophy adopted by the Japanese educational institutions should be reviewed once again, and should be correctly conveyed to the rest of the world.

The Japanese educational philosophy I think have unique aspects, particularly to Japan, and there are aspects we have learned from China, and incorporating the competitive aspect, I think we have been able to come up with an original system in Japan. I don't think everything is bad. But there was a criticism made by one of the panelists that Japanese universities are becoming a sort of leisure land. But I think "leisure land" is fine in some sense. People need to have some place for recreation, so to speak. There is a raison d'etre for these kind of leisure lands as well, and the high school education is too rigid in the sense so that universities needs to provide some relief for these people who have come through all these Examination Hell. And there is a certain phrase, which is called the "May Disease." In other words, since these high school students have come through the examination competition, once they enter the university, starting in April, they would become very tired all of a sudden in May, and lose motivation. This is a so-called "May Disease."

This is not at all bad, in a sense. I think they could take the opportunity to share views and discuss all sorts of views with colleagues and friends.

In the United States, the education at the unversities are carried out in a very systematic manner, but the question is where are they able to relax? As you know, up to the high school education, the Americans are rather -- Americans enjoy freedom to a large extent. And therefore I think it is well balanced in a sense, that they would work very hard once they get into the universities. Perhaps this is causing a sense of disappointment for the Americans coming to Japanese unviersities. As a matter of fact recently I have listened to an Indian Professor. This Professor who came from India mentioned the term "work-culture." This was a new phrase to me, and at first I did not understand what he was talking about. And I questioned him about this, and I finally understood what he was getting at.

As a matter of fact, I had a chance to speak with Mr. Kenyon. Would you understand the term "work culture?" And he said --- his interpretation was quite different from the interpretation of the Indian professor. According to Mr. Kenyon's words, he said that was not English. In English we do not talk about culture in that kind of a sense. "Culture" came from Germany. We do not talk about those difficult things. Perhaps work-culture is like Weltanschauung another concept which was imported from the German culture. So in discussing foreign students problems we have been able to realize how difficult cross-cultural understanding could be.

"Work Culture" encompasses all sorts of aspects of work, and culture, and education. That was what he was talking about when he mentioned "Work Culture" for Indians which he said was quite different from Work Culture for the Japanese. I believe Work Culture in different countries will differ accordingly, he said. In Japan, everyone is motivated to work. There's the term "Workaholic," pointing to the fact that Japanese have this obsession to work. Japanese people are said to be working too hard. In Japan, when they are working with companies, they are participating in the company. In other words, they are working for the company, and are being paid for it. But, what he said was that was not enough. He said, if he should work in Japan he would be paid very highly, and the company would be profitable, and he would be able to contribute towards exporting Japanese goods. This seemed to be his idea of Japanese work ethic. But the Japanese work ethics I mentioned was found in the "joy of working," and therefore those foreign students studying in Japan perhaps should try harder to understand how the Japanese educational system works. What it means to study in Japan.

Of course the Japanese educational system may not be a kind system. In other words, you need to work hard, the student taking the initiatives! And I believe the value of the Japanese system lies in the fact that the professors do not pamper the students from zero to ten. In other words, the initiatives of the student is being required. The students need to open up their own paths for success.

These are all personal impressions of mine, having listened to the Symposium. I have defended the Japanese educational system here. But I must admit that there are problems though regarding the attaining of degrees in Japan. The problem is less seen in the Scientific or Engineering departments, but the problem is more conspicu-

ous with the Arts and Human Arts.

Japanese language is the problem. Japanese language to us is not that difficult, of course. It is our mother tongue. The Japanese language might not be that difficult for those students who come from countries where they use Chinese characters. But I think it is more problematic for other students coming from other countries. And of course it is a great effort --- you need a great effort on the part of the students coming from those countries, when they wish to acquire a degree in Japan.

So, it is important for them to have the opportunity to study the Japanese language in their own countries before even coming to Japan, so that they would not need to spend so much time studying Japanese once they come to Japan. It was suggested that perhaps the Japanese language could be taught through mass media. As a matter of fact I have studied my English listening to BBC. BBC was my teacher, so I think it is a good suggestion to utilize such broadcasting media, but it is a different matter once you start living in Japan. I think it is much more efficient to study Japanese in Japan.

There was a suggestion about trilateral cooperation: Malaysian people going to Australia to study Japanese, and then coming to Japan to study at the graduate school. This might be a very effective and efficient way of dealing with the problem so that we are able to expand the communication, not only two-way communication, but more on a broad scale.

And the Yen appreciation, of course, is another issue that needs to be dealt with.

Concerning housing issues, which is better - separatism or integrationism? No, no never separatism, or on the other hand, no, no, no integrationism! But at least to some extent we have to introduce separatism, or nothing would work in reality. Furthermore, there was mentioned a reference to the closed nature of Japanese society, which will be improved little by little, I believe. In this particular area of Kobe, closedness is not so bad and there have been a lot of activities conducted by volunteers.

A lack of effort maybe in the area of information provision was mentioned, and what has been done. The Ministry of Education is issuing an English version of the explanation, and they have organized special meetings in overseas nations, but that commitment was not enough.

In fact,there are American Center, which used to be called the American Cultural Center, the British Council, Athenee Francais, or DAAD, German Cultural Center, in Japan. The Malaysian representative presented a request: for example, if such a centre, Japan Center, is created in Kuala Lumpur, which I believe is affordable, would work. But money is one issue, while how much of a commitment we can make on a spiritual basis is another issue.

We have to conduct a concerted effort among institutions and universities. Above all, collaboration among nations in the international community is required for establishment of data base creation.

And there are some problems among the Faculty or Japanese companies. Not only in the Japanese faculty or Japanese Professors and Assistance, there are many problems. And in every country there are problematic teachers and professors. But we would like to create a large majority of satisfactory teachers, excellent teachers. That is a challenge which we would like to continue into the internationalized world.

The representatives of the Educational Ministry has given us a rather far reaching approach. They would like to include those overseas students, and inside the framework of an official number of Japanese students admitted to universities. It had been advocated for many years, but nothing was generated, but now we are going to see the result of those discussions from many years before. And it is very reassuring and encouraging.

Regarding the issue of overseas students, I have got my personal implication. It was 27 years ago when I first went to an overseas nation. It was an American university, and the position was offered to me. I went there to assume a teaching position in that American university. I was walking about on the campus to find that there were such a large number of overseas students working there from everywhere in the world. America was the only rich nation, whereas the European nations were suffering from the nervous state straight after the War. Latin American teachers, European teachers, and Asian teachers, and Asian students, African teachers and

students and everybody was accommodated there, and a very high degree of internationalization was realized, which was my surprise.

In those days, Japanese were yellow-skinned, and black haired, dark-eyed people. And in Japan, if you walk around on the campus in Japan you hardly meet any foreigners studying there. Compared with those days, it is remarkable that we have made such a change. We have undergone so much change, which is quite satisfactory, I am sure. But on the other happen is another issue we have to consider.

People may come to Japan to study about Japanese management, or Japanese literature. Many people like to know about Japanese history. On the other hand, however, the majority of the overseas students are interested in engineering, because they are actually observing the enhancement of Japanese technology, and industries. They would like to get first hand information of the success.

Japanese companies have expanded their businesses in many countries, and in Thailand Japanese corporation is now running their business, so they would like to learn about Japan through those experiences. It is now true that so many people are interested in Japanese technology and engineering.

What kind of a world are we living in? Shall we consider it a bit more. Professor Suzuki covered all that I wanted to present now in his own presentation. I appreciate the substance in his presentation, which I found very valuable.

The challenge for us now is the shift from national interests to human interests, as is clearly represented by that expression. We have to change our perspective to a global mindset. Some foreign students do not go back to their home nations while they stay in the hosting nations. Because they are not returning to their home country, does it damage the national benefit, and should we force them to get onboard a plane and go back home rather unwillingly.

When those students having studied abroad go back to their own nation, they will work according to the governmental policies, and allocation will be conducted by the governmental policy. That is one approach of course which is actually beirg carried out. But in the future, such an approach, which is accepted as an inevitable approach. Today would not last forever into the future. I don't think the circumstances will allow to continue to have such an approach to be continued.

As was mentioned before, brain drain is rather welcoming, isn't it, as long as it will benefit the other part of the world.

Somewhere around this time last year, we have been observing dramatic changes in the international arena, and something unthinkable has been and is happening in Europe. To my best memory, when I was in Berlin in 1964, where I saw a red flag on top of the Brandenburg tower, and there were machine guns pointed at us, whereas there were other machine guns pointing to the other side, and we couldn't walk about in that area, near the Brandenburg tower.

Now, what's happening there. Due to those dramatic changes, the two Germanies were re-united. On top of that Europe itself is being united, being integrated into one entity. While it is integrated, there will remain differences in cultures in each nation.

When we discuss the difference of cultures between Europe and Asian nations, there have been and there will be differences remaining.

In the past Communists have been saying in the following. Only through Communism we can realize the ideal society, and in that ideal society, people will have joy in working. People do not work for capital, or not for money, and such an ideal society will be generated by Communism. That was what was advocated by Communists. While observing development in Europe, I have been thinking as follows: What is the purpose of work? Is it for living? If it is just for living, you don't have to urge yourself to work too much.

Somehow we have come into a new age in which we feel joy in things apart from work. Of course poverty is still sustaining, persistent in many nations in the world. Poverty hasn't been eradicated, and I would like to introduce another term which is rather hard to translate into English. We have a common destiny shared by

people. I think we are members of the common destiny community.

So as a member of the global society, global community, we should deal with the problems of foreign students studying abroad in hosting nations. As long as we take this approach, we could successfully address all the issues we are faced with.

Time is getting on, but finally I would like to propose one issue relating to information exchange, information transfer. Somewhere in the Southeast Asian region we can create some facilities through which information transfer is ensured from Japan, not only Japanese university information, but overall information about the Japanese culture can be assured through that centre. And that was actually presented.

We are residents in the Kobe region in Hyogo Prefecture. We have aspiration of creating Asia/Pacific centre in this particular region, which we will continue with our utmost efforts at the moment. What is it then? As was indicated by the Malaysian professor, we may not know so much about the Pacific Rim area, or the situation in the Asian countries. So we would like to create that centre – Asian/Pacific Centre, which can contribute to that end.

In Kyoto, Japan Center of the staff for the university in the United States is already created. So why don't we create some facilities; some organization which share those features of the staff for the Kyoto Center. Maybe we can cover the issues related to the European regions, or other regions. Including the foreign students study issues, we would like to continue our commitment to the globalization and industrialization. Though the power or strength of individual persons may be limited, we would like to continue our concerted effort to the ultimate goal. By pressing our proposal to the Ministry of Education of Japan, we would like to continue our commitment to this goal. Thank you very much for your attention. Thank you.

Closing Remarks

CLOSING REMARKS

Isao ATSUTA
Dean of Students of Kobe University

Ladies and gentlemen, I am Atsuta, Dean of Students of Kobe University. It is my great pleasure to say a few words at the closing of the Symposium. Now we have held the international symposium on internationalization and foreign students problems, and probably it is the first time that the University itself organizes such international symposium.

We have speakers from 11 nations in the world, and in the name list we saw the names of the people from Lebanon, Indonesia, Singapore and Hong Kong as participants on the floor.

As for the Japanese participants, they came from all over Japan from Hokkaido down to Kyushu, and their number is 200. Well, thank you very much for coming all the way from various distant areas to attend this Symposium.

So the number of participants was beyond our expectation, and in the total of 12 hours for 2 days, the lectures and discussions were held. But I now feel that everything has ended very instantly. I felt that these two days were very short, and it's because I was stricken by the recognition of the fact that in various parts of Japan discussion is going on internationalization and the foreign students problems and many people, very seriously, are handling this matter.

I do not want to repeat the comment on the result of the Symposium as it was already mentioned by professor Murakami, but it was a very significant one.

And I would like to thank you for your active and cooperative participation in this Symposium, which leads it to a success. Thank you very much.

I participated in this Symposium these two days, and I learned various issues through listening to people. Yesterday some people mentioned that it was the professor that's wrong. Not from tomorrow, but from the very yesterday, I began to bear in mind that we, professors, should improve ourselves.

Taking this opportunity, I would like to refer to conferring degrees in Kobe University. In Kobe University, in the fields of social and cultural sciences, there are Economics, Business Administration, and Law Graduate Schools with doctorate course. In addition, we have Graduate School of Humanities and Social Sciences, which is a graduate school only with doctorate course consisting of all relevant professors from Faculty of Letters, Faculty of Education and College of Liberal Arts. So far, many students, both Japanese and foreign, have obtained doctorate degrees there without unnecessary difficulties. For those foreign students who are good at Japanese, it is an easy access. I just wanted to introduce that we have such or special doctorate course.

As an internal measure in Kobe University, we have an International Centre, the major task of which is to extend assistance to foreign students. I hope that the result of our Symposium will be fully utilized for running the International Centre in the Kobe University. Professor Hirai is the Director of the Centre and Professor Mori is his deputy, and many of the members have been active in participating in the Organizing Committee of this Symposium.

Besides that practical aspect, starting from the philosophy we would like to utilize results of Symposium for the further development of education and study in Kobe University.

And ladies and gentlemen, if this Symposium be of any help for you, then it will be a great pleasure for us all.

In addition, as was mentioned yesterday, I hope the result of the Symposium will also be reflected in the future policies of the Japanese government. And we should not neglect any effort towards that goal.

So, it is my great pleasure to see the successful and significant Symposium like this. I am very thankful to

every participant and speaker for his or her sincere cooperation.

And in organizing this Symposium, we had the cooperation and assistance including contributions from Hyogo Prefectural Government, Kobe City Government. The Kobe Chamber of Commerce and Industry, Hyogo International Association, Kobe International Association, Hyogo Council for Exchange with Foreign Students which is the very first of such organization in Japan, Commemorative Association for Japan world Exposition and Kozuki Educational Foundation. I will bear them in my mind and sincerely thank them for their favor given to us. This is the end of my short closing speech. Thank you very much for your attention.